

INVESTING IN OUR STUDENTS

Michigan's Model to Improve the Performance of Students with Disabilities

A proposal for systemic improvement in personnel development
based on
Michigan's Plan to Improve the Performance of Students with Disabilities

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Glossary of Terms

In this document we have tried to minimize the use of abbreviations and acronyms. However, there are some references to agencies and activities which necessarily occur with such frequency that abbreviations will make reading easier. These are:

IDEA	The Individuals with Disabilities Education Act, reauthorized 1997.
IEP	Individualized Education Program
IHE	Institutions of Higher Education (personnel preparation programs)
Management Team	The Management Team will consist of the directors of each of the four Hubs, the Director of the OSE/EIS, the Project Evaluator (ex officio), the OSE/EIS Project Manager (ex officio), and an ex officio representative of the project fiscal agents (approximately eight people) who will oversee the day-to-day operation of the SIG. The Management Team will coordinate the ongoing interactions among the Hubs and assist in determining priorities for action, linkages which must be enhanced, and time lines for moving topic area materials from Hub to Hub.
MDE	Michigan Department of Education
MEAP	Michigan Educational Assessment Program
OSE/EIS	The Michigan Department of Education's Office of Special Education and Early Intervention Services
Participants	Departments, agencies, parent organizations, and professional organizations that have agreed to participate in the project or who also conduct personnel development activities in education.
Partnership/ Partnership Team	The Partnership Team will include representation of the various stakeholders, including administrators, practitioners, and parents. In addition, since the focus of the model is personnel development, it is imperative to include IHE representation. The Director of the OSE/EIS will serve on the Partnership Team. It will be the Partnership Team's responsibility to ensure that the SIP priorities are addressed, and to communicate priorities and collaborative recommendations to the Hubs through the Management Team. This decision-making team will provide leadership in the determination of targeted priorities for activities undertaken across the Hubs.
SIG	Michigan's Model To Improve The Performance Of Students With Disabilities (the project proposed in this state improvement grant application)
SIP	Michigan's Plan To Improve The Performance Of Students With Disabilities (the state improvement plan)
Stakeholders	Parents, general educators, special educators, personnel preparation programs, administrators (general and special education), paraprofessionals, related service personnel, advisory committees, boards of education, legislators, and other interested community entities.

Preface

Michigan is committed to improved performance for all students. To this end, standards and indicators for student performance and for system accountability have been, and remain, the highest priorities. The State Board of Education recently adopted Goals for Special Education (Goals) which support these overarching priorities while addressing issues specific to improved performance for children and youth with disabilities. In order to achieve these Goals, a strategic improvement planning process has been initiated.

This strategic improvement planning process has, at its core, the structure of a state improvement plan (SIP) as outlined in the Individuals with Disabilities Education Act (IDEA). The nature of our improvement strategy, however, dictates that Michigan's plan will go beyond the scope of mere compliance with the IDEA. Michigan's Plan to Improve the Performance of Students with Disabilities (Michigan's SIP; see Appendix A), as developed in 1998, is not a final product. It is a beginning. As an ongoing process, strategic improvement strategies will be constantly compared to student performance data, measured against state goals and priorities, and revised to guarantee continuous improvement.

In order to support the improvement process, a state improvement grant (SIG) has been prepared for submission to the United States Department of Education, Office of Special Education Programs. This SIG, Michigan's Model to Improve the Performance of Students with Disabilities, presents an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. Securing federal funding through this SIG will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for our children and youth.

This SIG will facilitate the implementation of the SIP. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for

educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. While the project focuses on improving the capacity of those who work with children and youth, its overriding purpose is to enable them to improve the performance of children and youth with disabilities.

Introduction

A focus on improving student performance through personnel development requires a model which addresses key elements of learning and skill-building. The Michigan Model to Improve the Performance of Students with Disabilities does this. An additional focus of the model is supporting school improvement and capacity building at the local level. This reflects the State Board of Education policies, priorities, and goals for improving the education system for all students in Michigan. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels.

Also driving the model design are validated practices for systemic change and personnel development. The personnel development strategies are tied to improved student performance.

Five basic assumptions guide the SIG and the SIP:

1. Personnel development should impact student performance.
2. Validated practices should guide teaching and learning strategies.
3. Education for all children and youth should be based on standards appropriate for lifelong success.
4. Data and evaluation are necessary components in strategic planning and improvement.
5. Collaboration and partnerships are necessary components in our success.

Driving targeted priorities are quantitative and qualitative data which delineate comprehensive needs for improving the delivery system and ultimately improving student performance. These data have been used to identify many needs and priorities for addressing systemic improvements. Three priorities have been targeted for immediate attention: (1) improving transition practices; (2) implementing positive behavioral interventions and supports; and (3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

The State Board of Education has recently awarded funds to implement the statewide Improving Transition Practices initiative. This initiative features two levels of resources. One is a statewide training and technical assistance resource (FY 98-99 funding level of \$500,000). The second is grants to intermediate education agencies to lead and coordinate improved transition

practices (FY 98-99 funding level of \$2,000,000). Partnerships and additional sources of fiscal support include the Michigan Jobs Commission - Michigan Rehabilitation Services and CAUSE, Michigan's Statewide Parent Training and Information Center.

Targeting positive behavioral interventions and supports is an example of the impact of research, validated practices, and federal and state policy priorities. School safety concerns, the impact of violence on educational results, and our own data on student performance support the need to make this a top priority as well. With support through the SIG, this targeted priority will be addressed statewide.

Targeting personnel shortages and the underrepresentation of diverse personnel reflects the critical need to assure that appropriate services are available for children and youth with disabilities, and to address the concerns of meeting the needs of the increasing diversity of the student population. With support through the SIG, this targeted priority will also be addressed on a statewide basis.

The SIG defines four major functions to support effective results. Departing from the traditional "topic-driven" practices of the past, which have often splintered the educational process, the project will systematically coordinate the flow of information from its initial development, through awareness and dissemination activities, to sustained learning in strategies to support schools in efforts to improve student performance. Further, the project will implement strategies to support local capacity building and to ensure that strategies which have been shown to be effective can actually be institutionalized at the local level.

Statement of Need

Michigan has developed a SIP that addresses seven areas of need identified in the IDEA 97 that impacts student performance. The purpose of this grant is to coordinate statewide efforts responding to these seven areas into a systematic, sustained, and equitable approach to improving student performance that is founded on sound data analysis, information dissemination, sustained learning, and local capacity to deliver quality programs and services to all students:

1. Participation and performance in statewide assessment;
2. Drop-out and graduation rates;
3. Suspension and expulsion;
4. Participation in general education and natural environments;
5. Postsecondary education participation, employment, and other post-school outcomes;
6. Personnel supply and demand; and
7. Major findings of the secretary's most recent review of state compliance.

This section of the proposal describes the need for the grant. It includes a brief background statement explaining where the needs came from, elaborates five concerns expressed by the field, and summarizes the specific system improvement needs identified in our SIP.

Each year Michigan develops a diverse set of projects, initiatives, and activities, each of which acknowledges the significance of student needs and begins to address the needs within parameters allowed by the individual effort. We have come to realize that nearly all of our efforts, while producing worthy resources, have duplicated each other in many ways that now seem inefficient and expensive. By duplicating the functions necessary to provide quality support for implementation, each project expends significant funding on potentially duplicative activities. Few have been able to establish a clear link between their efforts and improved student performance.

A recent meeting of directors of the diverse state initiated projects funded in Michigan confirmed these concerns. There was general agreement that most of the projects had similar functions to perform, and that all projects were going about the process of performing these

functions independently. For example, all projects were involved in dissemination of information to the field, yet all had different mailing lists and distribution methods. Nearly all were involved in training of one form or another, and each created its own materials and made its own logistical arrangements. Only one project was able to point to student performance results to verify their effectiveness in terms of contribution to the improvement of services to students.

On May 6-7, 1998, over one hundred representative stakeholders, including students with disabilities, parents, advocates, practitioners, administrators, higher education faculty, college students preparing to become educators, local school board members, and State Board of Education members gathered in Kalamazoo. A facilitated process was designed to identify critical areas for improving the education of children and youth with disabilities. Eight critical areas were identified: early intervention and prevention; individualized education program (IEP); collaboration; curriculum; data and evaluation; transition; training; and finance. These critical areas support the analysis of available data regarding the needs for systemic improvement in Michigan. One of these, transition to adult life roles, has already been identified as a targeted priority in the SIP; significant personnel development and technical assistance activities are underway to impact student performance.

Areas of Concern

The Office of Special Education and Early Intervention Services (OSE/EIS) staff synthesized the discussion from both meetings into five concern areas: (1) lack of state support for sustained learning; (2) underrepresentation and inequities in programs and services; (3) no, or ineffective, use of existing data; (4) poor student participation and progress in the general education curriculum; and (5) inefficient or ineffective capacity building efforts at the local level. Each of these areas of concern is discussed independently below, and each is further represented in the model specified in the Project Design section of this proposal.

Lack of State Support for Sustained Learning

Historically, personnel development activities supporting Michigan's special education programs and services were driven by topic areas thought to be important. These topics were often

transient in nature and tended to focus on specifically targeted, but isolated, education or teaching issues and practices. Some examples include topics like behavior modification, transition planning, reading readiness, and IEP development. Furthermore, personnel development most often occurred at the awareness level alone, conveying new information and suggested approaches, but leaving competence in, and implementation of, new approaches entirely up to trainees or their school districts with little or no follow-up support.

The result has been the accretion of a sizable number of discrete, independent efforts directed at narrowly defined areas of interest with little overall change in behavior and practice or school improvement.

Underrepresentation and Inequities in Programs and Services

Data noted in our SIP, pages 27-28, identify personnel shortages in several disability areas. Fully funded positions remain vacant because appropriately qualified personnel could not be found. These vacancies vary geographically, with some of the more sparsely populated areas having greater difficulty locating qualified personnel. While there is not a large number of such vacancies, the fact that there are any is significant, and needs to be addressed. When coupled with the data on temporary and emergency approvals needed in some program areas (see SIP, page 26), the need for further efforts to ensure appropriate preparation of personnel is reinforced.

In addition, there are areas of underrepresentation found in the personnel supply in Michigan. As seen in Table 8, page 28, of the SIP, at least three groups are underrepresented in the special education teacher population, if equivalence between the student ethnic composition and the teacher ethnic composition is used as a gauge. Further, the number of special education personnel with disabilities is not known.

No, or Ineffective, Use of Existing Data

Michigan collects an impressive amount of information on its special education programs and services. Some of the information is required for federal reporting and is sent each year to Washington D.C. for incorporation into reports to Congress. However, as a state, Michigan rarely constructs and disseminates readable reports of this information, or employs the data for policy

decisions or feedback to local school districts and parents. Data are available, but not used. Some examples include Michigan Educational Assessment Program (MEAP) participation and student performance, personnel development, and transition services. While Michigan continues to collect data on student participation in, and performance on, the MEAP, no official report is aggregated and disseminated annually to schools or parents regarding children and youth with disabilities. While we have known for years that underrepresentation of certain diverse groups of professional educators is a problem, we have not yet changed our recruitment practices or attempted to monitor the problem in any sustained manner. Lastly, we have worked hard in Michigan to ensure that personnel have been trained and that needed transition services have been implemented for every student receiving special education services, but we have not yet monitored the effectiveness of efforts to train parents and personnel or follow-up implementation by studying existing data concerning transition.

Poor Student Participation and Progress in the General Education Curriculum

In recent years, Michigan has made substantial progress in moving students back into general education settings. We collect and report data to the federal government indicating the percent of students who receive various portions of their education in general education settings. However, low graduation rates, high drop-out rates, low MEAP participation, and poor MEAP performance among those who do participate, suggest that our students are not progressing in the general education curriculum. There is a need to improve their participation and achievement in the curriculum. The data summaries regarding student participation and performance are presented in the SIP, pages 8-10.

Inefficient or Ineffective Capacity Building Efforts at the Local Level

Much state level support of personnel development activities has been directed toward ensuring that personnel have been exposed to the necessary requirements and procedures for providing services to children and youth with disabilities. Yet, in the Kalamazoo meeting of stakeholders, it was pointed out that little has been done to support and expand local district capacity to follow through with sustained and systematic improvements. Reliance has been placed

on insufficiently trained personnel to make generalizations and implement innovations in their districts without the necessary administrative supports and system capabilities needed to support success.

Summary of Needs

The SIP (Appendix A) articulates a number of diverse needs related to many areas that impact student progress. These needs, based on analysis of all available data, have been realigned here into four broad functional areas of personnel development which constitute the organizing “hubs” for the SIG. These will be the primary reference for implementing Michigan’s model for improving the performance of children and youth with disabilities:

1. To address needs for data and information development:

- Improve the data collection system to allow for more accurate, in-depth analysis of the performance of students with disabilities on the MEAP;
- Develop and pilot an alternate assessment for students with disabilities for whom participation in all, or part of, the statewide assessment is not appropriate;
- Improve the data system to ensure more consistent collection of dropout and graduation data for students with disabilities;
- Improve data collection regarding suspension to allow for analysis of suspension issues and rates for students with disabilities;
- Identify and implement validated supports for students to assure success in all educational settings;
- Collect and analyze data to verify shortages in orientation and mobility specialists, psychologists, and secondary education personnel;
- Collect and summarize data on the numbers of persons with disabilities entering into, or currently working in, the special education field;
- Improve the IEP content to demonstrate linkages between assessment results, present level of performance, IEP goals, curriculum selection, and instructional strategies;
- Create a data system that allows for longitudinal follow-along of students with disabilities;
- Develop a mechanism for designing short- or long-term training programs that respond to real or anticipated needs/shortages (e.g., autism, traumatic brain injury, etc.);
- Study the age of identification of children with disabilities by disability category;
- Study the apparent discrepancy in the racial/ethnic distribution of students with disabilities who have mental impairment to determine why some racial/ethnic groups appear to be underrepresented or overrepresented; and
- Study the placement of students in categories of mental impairment in relation to the eligibility criteria in Michigan; report on the findings and determine solutions.

2. To address needs for awareness and dissemination of information:*

- Increase the understanding and use of functional behavioral assessment and positive behavioral intervention among special educators, general educators, parents, and school administrators;
- Provide continuing information and support to families to improve understanding of the IEP process, their rights and protections under the law;
- Improve efficiency in communications with all participants in the education community;
- Reduce redundancies of effort in developing materials and arranging parent and personnel development activities;
- Provide information and updates related to all areas for which sustained learning opportunities are needed; and
- Include institutions of higher education (IHE) faculty in receiving information and skills from others and in adjusting their programs to address validated practices that improve student performance.

3. To address needs related to sustained learning experiences:

- Increase the number of students with disabilities participating in the MEAP, with or without accommodation;
- Improve the performance of students with disabilities on the MEAP;
- Improve the use of validated instructional strategies for students with learning differences;
- Improve transition planning and services from school to work and other life roles;
- Provide training in functional behavioral assessment and positive behavioral intervention to special educators, general educators, parents, and school administrators;
- Improve access to the general curriculum and to accommodations which support learning for students with learning differences;
- Improve the ability of educators to use data for instructional planning, school improvement, and statewide accountability;
- Provide training regarding appropriate supports and accommodations in the IEP process;
- Provide personnel development which prepares teachers to meet the needs of all students;
- Infuse the IDEA 97 content and concepts uniformly in all general education and special education personnel preparation programs;
- Provide training and support to educators regarding the identification and documentation of "present level of performance" on students' IEPs.
- Provide training and support to families to improve their participation in the IEP process and procedural safeguards; and,
- Include IHE faculty in school improvement, inservice education, and collaboration as full partners both in receiving information and in adjusting their programs to address data-based practices that improve student performance.

4. To address needs for system improvement, capacity building, and quality assurance:

- Improve the ability of educators to analyze and use performance data for instruction, school improvement, and statewide accountability;
- Improve access to natural environments for infants and toddlers with disabilities;
- Increase the participation of students with disabilities in least restrictive settings;
- Improve access to integrated settings for preschool age children with disabilities;
- Improve the interagency referral and identification levels of infants and toddlers to meet target of identifying and serving 2.2 percent of the birth cohorts;
- Improve the early identification of children and youth with learning differences;

* These needs are not addressed directly in the SIP, but demonstrate the information dissemination and awareness activities that must take place as the SIP needs are addressed.

- Increase the number of fully qualified teachers of special education;
- Increase underrepresented populations in special education teacher preparation programs; improve recruitment of underrepresented groups;
- Improve access to vocational programs and career preparation opportunities;
- Resolve the identified unmet need for speech and language services;
- Increase the active participation of parents in the IEP process;
- Support and improve transition services from school to work and other life roles;
- Increase the percentage of students with disabilities participating in postsecondary education;
- Improve employment rates of students with disabilities;
- Improve communication linkages between general and special education teacher preparation faculty at the institutional level and at the state level;
- Develop a transition plan for Michigan's teaching force and personnel preparation leadership which reflects demographic predictions; many experienced teachers and leaders are expected to retire in the next three to five years;
- Increase coordination for continuing education and non-endorsement granting degree programs;
- Recommend effective methods to standardize programs, criteria, and standards among the various sites;
- Improve coordination of training programs throughout the state, particularly to address low-incidence needs;
- Improve adherence to compliance and hearings' time lines;
- Include positive behavioral interventions in IEPs for children and youth with disabilities; and,
- Improve the progress of students with disabilities in the general curriculum.

Significance

The system improvement challenge facing Michigan is complex and requires that diverse parties collaborate in a broad-based and comprehensive process. This process must ensure that improving student performance is at the center of all personnel development activities and model project development. A systemic framework, Michigan's Model to Improve the Performance of Students with Disabilities (SIG), will move us away from historically disparate activities and into an integrated and systematic approach founded on sound data analysis. The SIG will promote sustained learning in critical areas and provide a basis for developing local capacity to improve student performance in a dynamic and flexible manner.

Primary Functions of the Hubs

The SIG creates collaborative coordination in which four primary functions of personnel development support can be carried out. A set of four "hubs" for coordinating training and information flow will be established to: (1) develop information based on student progress indicators; (2) disseminate information to all participants in the education community; (3) support sustained learning leading to changes in the practice related to improving student performance; (4) support districts in developing local capacity to assure quality services to all students. Led by a Partnership Team and directed by a Management Team, including directors of each of the four hubs and the Director of OSE/EIS, an unprecedented coordination of efforts will be undertaken.

Based on the needs defined by the SIP and summarized above, the four functional hubs of the model will address complementary components of a comprehensive parent and personnel development system. The remaining sections of this proposal describe how the following four functions will be addressed.

Information Development

This includes gathering, analysis, and synthesis of information that validates the use of specific strategies. This also includes collating information from extant literature, designing and

carrying out new validation activities when necessary, and assisting in identifying new and emerging priorities for personnel development. Information available through this function will serve as the primary means to ensure that improving student performance drives the rest of the system.

Awareness and Dissemination

This addresses providing basic information to create understanding of key issues. This function provides knowledge about a variety of strategies for improving student performance, information about all parent and personnel development activities available to members of the education community, and introductory information about sustained learning programs available in the state. Updates on recent decisions, current issues, and new findings are also available through this function. An essential part of this function is the development and continuous use of multiple methods for disseminating this information to all members of the education community.

Sustained Learning

Sustained learning focuses on developing advanced skills in the application of validated strategies for improving student performance. This function transcends the awareness level and fosters innovation, practice, and sustained implementation of effective practices. An integral part of this function is helping parents and professionals determine the effectiveness of what they have implemented, and making changes based on this new information. Collaboration between parents, local and intermediate school districts, IHEs, and project facilitators will promote comprehensive personnel preparation resources that can support lifelong learning.

Capacity Building and Quality Assurance

This includes providing support for systemic improvement at the local level. This function emphasizes collaboration with local personnel to identify the resources available to them and the obstacles to their moving forward in adopting more effective and validated strategies for improving student performance. A key element in this function is its emphasis on collaboration across disciplines and agencies, and among parents and professionals, to foster partnerships for the benefit of all students.

Using the Model

Using the model based on these four functions over a five-year period, the OSE/EIS will adjust its method of service support to utilize these hubs for improving the delivery of services to students. By adopting the function-based approach represented in this plan, training and development of effective practices can proceed in a coordinated and systematic manner, regardless of which topical issues are prioritized from time to time. The challenge in this state improvement project is to implement a system which will focus specifically on the major functions of effective parent and personnel development and link them to improve the performance of all students.

While the ultimate beneficiaries of this system are all students (with particular attention given to students with disabilities), the target audience for project activities will be general and special educators and parents. A critical element will be ensuring that all partners (parents, students, other agency supports and resources) are full participants in a unified approach for the student.

Michigan demonstrated national leadership in the area of educating students with disabilities by enacting the Michigan Mandatory Special Education Act (P.A. 198) in 1971. Among the act's unique provisions were inclusion of the age range of birth through 25 and the concept of educating students with disabilities toward their "maximum potential." Over the past 27 years, Michigan has continued to address these provisions. Indeed, the state stands out as the only one in the nation to continue to mandate services for such a wide age range. While continuing to address the needs of students with disabilities, the Michigan Department of Education (MDE) has also worked diligently over the past decade to align its services with emerging priorities for the larger education community.

In 1989, Michigan responded to the national educational study reported in the "A Nation At Risk" and the national governors' conference report, "Goals 2000," by enacting Public Act 25, Michigan's educational reform legislation. This legislative action set priorities for all public schools in Michigan that focus on improved student performance and accountability to the community. Although Public Act 25 has been amended several times since 1989, four components have remained the central focus of all statewide educational reform efforts. Michigan embraces the concept that ALL students can learn and supports local level decision making to fulfill Public Act

25, as amended, to that end. The four components included in Public Act 25 were, and currently remain, the catalyst for public education reform in Michigan. Specifically, these components, as stated in *Michigan's Revised School Code, 1995*, are:

- 1) Section 1277, School Improvement Plan
- 2) Section 1278, Core Curriculum;
- 3) Section 1280, Accreditation; and
- 4) Section 1204a, the Annual Education Report

The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. Up to 20 percent of the total IDEA Part B and Preschool state grant award may be used for special projects that address statewide priorities and needs. These state initiated project funds provide direct programs/services or other support services that improve the opportunities, education, and achievement of students with disabilities. To date, funding priorities and needs for these projects have been determined through a focus group process, with each focus group consisting of OSE/EIS staff, parents, and educators. Over the years this has resulted in a sizable number of diverse and independent projects. These projects represent a part of the need for system improvement, and are a rich set of resources to be integrated within the overall systemic improvement process as noted in the Resources section of this proposal, page 76.

The evaluation of the project takes a two-pronged approach: An internal evaluation will ensure that the processes necessary for implementation are in place and are implemented in a cost-effective manner. An external evaluation will provide direct evidence of the effectiveness of the model by analyzing its effects on instructional practices with children and youth and the relationship of those effects to student progress.

The technical assistance provided by the project is aimed directly at building local district capacity to improve student performance by ensuring linkages between sustained learning efforts, local school improvement plans, and student performance data. In this way, the use of data indicating student progress will begin to drive the personnel development activities of the state.

Two examples of how the model would function utilizing the four hubs can be found at the end of the Project Design section, page 37, in which the topics of positive behavioral supports and transition are presented as they would be treated within this model.

Summary of Project Significance

Michigan has never had a systemic improvement model for personnel development. Many diverse and beneficial activities have been carried out over the years, but they have all been characterized by relative independence and isolation from each other and have rarely been influenced by data-driven decision making. It is time to correct this situation and to move forward in a collaborative approach to address student and systemic needs statewide.

Implementing the model proposed in this project will improve Michigan's capacity to promote student progress by:

- Ensuring a coordinated and cohesive approach to personnel development;
- Ensuring a collaborative effort among the many partners;
- Relating OSE/EIS personnel development efforts to all other state and federal personnel development activities and integrating the various efforts into a comprehensive approach wherever possible;
- Utilizing a systematic, internal evaluation to ensure that all necessary inputs and processes have been implemented, coupled with an external evaluation to determine the effects of the model on personnel and on student progress;
- Implementing action research and practice methods to ensure that student progress drives priorities in the personnel development system; and
- Supporting technical assistance at the local level to build capacity for improvement strategies.

Project Design

Michigan's OSE/EIS has developed a plan (Michigan's Plan to Improve the Performance of Students with Disabilities, or SIP) to consolidate and coordinate the various goals and activities targeted for improving the personnel development system related to educating children and youth with disabilities. As was described in the Needs and Significance sections above, much has been done to address discrete issues as they have arisen. The topic-oriented approaches taken have generally failed to lead to institutionalization of sustained practices in the field. Those seeking change recognize that isolated training events seldom acknowledge broader system issues. Evaluation research also has shown consistently that such learning fails to generalize to the classroom, without sustained support for that behavior change (Darling-Hammond, 1996; Senge, 1990, 1994; Sparks, 1994).

The current project's approach represents a shift in personnel development along several dimensions. Table 1 compares the characteristics of current approaches with the new approach to be taken.

Table 1. Characteristics of current and new approaches to personnel development.

	Current Approach	New Approach (SIG)
1	Awareness without continuing support	Awareness to sustained learning
2	Fragmented, isolated focus	Integrated systemic focus
3	Duplication of efforts by each project in development of materials, networks, dissemination procedures, and evaluations	Single functional model used consistently by all personnel development efforts
4	No clear links between project efforts and improved student performance	Focus on links between efforts and improved student performance
5	Training in central locations	Multiple learning opportunities with supported practice and dialogue at the local level
6	Teachers are the primary recipients of training	All members of the partnership are participants and learners

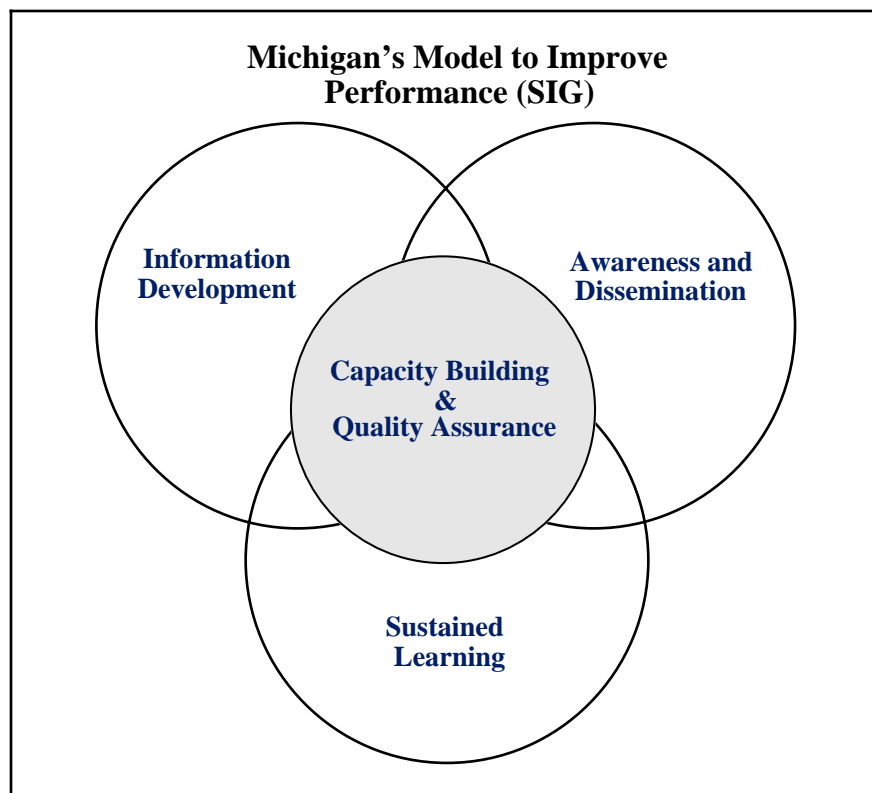
Basic Design of the SIG

The following basic design will improve student performance and readiness to assume adult life roles. The proposed Michigan Model to Improve the Performance of Students with Disabilities (SIG) is the mechanism by which effective system improvement and personnel development will be accomplished.

This model creates collaborative coordination in which four primary functions of personnel development support can be carried out. A set of four “hubs,” or centers for coordinating training and information flow, will be established to: (1) develop information based on student performance improvement indicators; (2) disseminate information to all stakeholders in the education community; (3) foster sustained learning among educators and parents who will, in turn, enhance student performance and achievement; and (4) support districts in developing local capacity to assure quality services to all students.

Figure 1 presents a graphic representation of these four functions.

Figure 1. Four functions of the SIG



Led by a multidisciplinary Partnership Team and directed by a Management Team of representatives from each of the four hubs, an unprecedented coordination of efforts will be undertaken. The following structure for system improvement will be instituted:

Center for Information Development (Hub I)

The first Hub will develop data-based information about promising practices, prioritized needs, and determine the effectiveness of training and practice in Michigan. This Hub will serve as the primary vehicle for evaluating effective practices and developing new information where it is needed to guide districts in their efforts to improve student performance. It will also serve as the primary means to ensure that improving student performance drives the rest of the system through its evaluation of the work of all of the hubs.

Center for Awareness and Dissemination (Hub II)

The second Hub will prepare and ensure the effective dissemination of information about the many topical issues of importance to families and the education community regarding effective education for children and youth with disabilities. This Hub will synthesize, coordinate, and disseminate information at the awareness level. It will provide regular updates to the field regarding practices found to be effective and awareness about resources available to support local capacity-building. This Hub will work in concert with the first Hub to ensure that information which has been developed concerning effective practices and resources gets distributed to all stakeholders in the special education endeavor (including parents, special and general educators, administrators, IHEs, and all agencies and organizations with an interest in improving education for children and youth with disabilities).

Center for Sustained Learning (Hub III)

The third Hub will foster sustained learning activities within Michigan to promote the skills needed to implement innovative and effective practices. This Hub will ensure the availability of sustained learning for all partners to promote the adoption of effective practices and the sustained training and resources necessary for true skill development and utilization on behalf of children and youth with disabilities. Working in close collaboration with the research and evaluation activities of

Hub I, and in collaboration with institutions of higher education, this Hub will promote long-term improvement in the quality of services for children and youth with disabilities.

Center for Capacity Building and Quality Assurance (Hub IV)

The fourth Hub will ensure collaboration across disciplinary lines, directly support local capacity-building, and ensure that the activities undertaken within the system are of high quality. This Hub will synthesize the various mandates and policies of all agencies and organizations having an impact on education of children and youth with disabilities, and recommend collaborations which will reduce unnecessary redundancies, improve services available for all students, and increase the capacities of local districts in meeting their mandates to improve student performance. Working in close coordination with the other three Hubs, this Hub will ensure that the products and services available will translate into specific action steps that can be implemented at the local level, and will provide technical assistance to districts in carrying out their own system improvement activities.

Clearly, for these four Hubs to produce the desired comprehensive approach to improving the personnel development system, it is imperative that they function as a coordinated and cohesive system. Relationships between the Hubs are essential to effectively implement the SIG. These interrelationships must be planned and routinized to maximize the potential such a model has for impacting student progress. Because it is so important for the SIG to be integrated to work properly, specific objectives have been included in each Hub's plan to ensure that this integration occurs (objectives 1.4, 2.3, 3.3, and 4.6, respectively, for the four Hubs).

Parent Partnership

The SIG will provide for the joint training of special education, general education, and related services personnel and parents. Each Hub will address the needs of and include input from all stakeholders concerned with improving educational achievement for all students. In particular, information products and adult learning opportunities will be available to, and promoted among, parents, special educators, and general educators. Additionally, information, products for dissemination, and learning opportunities will be developed with input from these same groups. This theme of joint planning and personnel development will permeate the SIG's activities,

including the structure and process of its management.

Michigan is committed to substantive parent partnership in the special education system. Since Michigan implemented its Mandatory Special Education Act, there has been a steady increase in knowledgeable partnerships between parents and educators on behalf of children and youth with disabilities. The focus has moved from basic access to education toward information and support to enhance parents' active participation in the IEP process and in supporting lifelong success for their children.

The Citizens' Alliance to Uphold Special Education (CAUSE) became a Michigan leader in these efforts when it became Michigan's Statewide Parent Training and Information Center (PTI) in 1984. A second PTI, Parents Are Experts, funded in 1988, addresses the Metro Detroit area's special needs. Several family information, training, and advocacy organizations recently joined forces to form Michigan's Parent Coalition (Arc Michigan, Association for Children's Mental Health, Autism Society of Michigan, Epilepsy Foundation of Michigan, Learning Disabilities Association of Michigan, and UCP Metro, and Project PERFORM) to enhance service quality and equity and reduce the redundancy in efforts to support quality educational outcomes for children and youth with disabilities.

Michigan's State Board of Education recently funded the Comprehensive Parent Service System. This reflects a partnership of: CAUSE and Michigan Protection and Advocacy Service, the Parent Coalition. Many staff and board members of these PTIs and related organizations are significant partners in national networks which enrich the information flow and quality of service available to Michigan families. Also, some affiliates have special expertise in meeting the needs of underserved populations from a range of cultures and language groups common to Michigan (e.g., Chaldean; Native American). These groups complement and will coordinate with local, intermediate, and state Parent Advisory Committees (PACs), as well as with Michigan's SIP/SIG.

Partnership Team

The Partnership Team in the project design operationalizes the essence of the partnerships stated in IDEA and assures a diversity of perspectives. Stakeholder participation is a key element in the improvement of public education and in a systemic improvement model. The Partnership Team mirrors the role of school improvement teams at the building and district level. This decision-making team will provide leadership in the determination of targeted priorities for activities undertaken across the Hubs.

The Partnership Team will include representation of the various stakeholders, including administrators, practitioners, and parents. In addition, since the focus of the model is personnel development, it is imperative to include IHE representation.

Because Michigan's Special Education Advisory Committee (SEAC) is designed to represent these partners already, it is a logical group to designate representatives to the Partnership Team. The SEAC, at least 51 percent of which are individuals with disabilities or parents of children and youth with disabilities, includes representatives from:

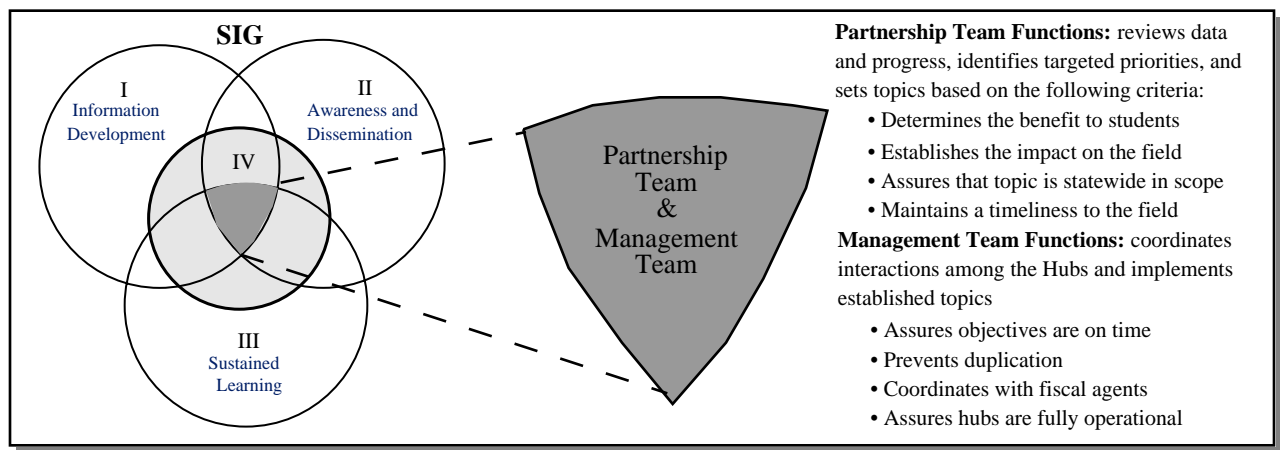
(Voting Members)

- Delegates appointed by the State Board of Education (8)
- Autism Society of Michigan
- Citizens Alliance to Uphold Special Education (federally funded Parent Training & Information Center)
- Institutions of Higher Education
- Learning Disabilities Association of Michigan
- Michigan Association for Children with Emotional Disorders
- Michigan Association of Administrators of Special Education
- Michigan Association of Nonpublic Schools
- Michigan Association of Teachers of Emotionally Disturbed Children
- Michigan Association of Intermediate School Administrators
- Michigan Association of Intermediate Special Education Administrators
- Michigan Association of Learning Disabilities Educators
- Michigan Association of Public School Academies
- Michigan Association of School Administrators
- Michigan Association of School Boards
- Michigan Association of School Psychologists
- Michigan Association of School Social Workers
- Michigan Association of Transition Services Personnel
- Michigan Education Association
- Michigan Federated Chapters of the Council for Exceptional Children
- Michigan Federation of Teachers
- Michigan Speech-Language-Hearing Association
- Parent Advisory Committees

- Physically Impaired Association of Michigan
 - Special Education Supervisors of Michigan
 - The Arc Michigan
- (Ex officio Members)
- Department of Community Health, Mental Health Services to Children & Families
 - Department of Corrections
 - Director of Special Education, Office of Special Education and Early Intervention Services, Department of Education
 - Family Independence Agency
 - Governor's Office
 - Michigan Jobs Commission, Rehabilitation Services

In addition to the SEAC representatives, representatives of the State Interagency Coordinating Council (SICC), directors of state initiated projects who are participating in the SIG, and an external evaluation consultant will be asked to join the Partnership Team. The Director of the OSE/EIS will also be a member (ex officio) of the Team. Selection processes will be determined by the SEAC and SICC. Membership on the Partnership Team will be balanced among stakeholders and limited to ten members. It will be the Partnership Team's responsibility to ensure that the SIP priorities are addressed, and to communicate priorities and collaborative recommendations to the Hubs through the Management Team.

Figure 2: Partnership and Management Teams



Management Team

Implementation of targeted priorities will be based on State Board of Education approval and the availability of funds to support the necessary activities. The Management Team will be charged with implementation and will be responsible for operation of the activities.

Guided by the SIP, the SIG will be implemented by the Management Team working with the Partnership Team. The Management Team will coordinate the ongoing interactions among the Hubs and assist in determining priorities for action, linkages which must be enhanced, and time lines for moving topic area materials from Hub to Hub (i.e., coordinate the flow of personnel development support activities among the Hubs). The Management Team will consist of the directors of each of the four Hubs, the Director of the OSE/EIS, the Project Evaluator (ex officio), the OSE/EIS Project Manager (ex officio), and an ex officio representative of the project fiscal agents (resulting in a group of approximately eight people who will oversee the day-to-day operation of the SIG). The director of Hub IV will also serve as the Executive Secretary of the Management Team and will facilitate their meetings. The activities of each Hub will be overseen by its respective director, who will manage the work flow, ensure that primary responsibilities are assigned for each activity, and document the status of each activity for review with the Management Team on a monthly basis.

Goals and Objectives of the Project

Hub I: Information Development

As the first of four Hubs, the Center for Information Development will serve as a catalyst for the work of the other three Hubs by analyzing, synthesizing, and generating information about effective practices for improving the educational performance of children and youth with disabilities. Based on a cyclical and reiterative model of change, Hub I will also respond to requests from the other Hubs by providing information, conducting studies to guide awareness and sustained learning efforts, and evaluating the activities and products of this entire systems improvement project.

The OSE/EIS has demonstrated its commitment to supporting research and evaluation as the basis for policy and programmatic decisions through its funding of the Special Education Evaluation and Technical Assistance Project (SEETAP). Through SEETAP, preliminary criteria were developed to guide the analysis of data used to support practices. These criteria include: benefit to students; impact on the field; adoptability; timeliness; and cost effectiveness. Hub I, the

Center for Information Development, is a natural outgrowth of that SEETAP commitment, and will extend the process of developing performance-based information begun therein.

Analyzing, synthesizing, and generating information

Traditional research paradigms employ interventionists who are trained researchers. While this model provides a high degree of control, it may not produce results that are ecologically valid nor relevant to practicing classroom teachers (Hemmeter, Doyle, Collins, & Ault, 1996). In analyzing and synthesizing extant research, the Center for Information Development will focus on those interventions that are field-based and directly applicable to practice. In addition, Hub I will include service providers, parents, and students as intervention agents in the studies it conducts.

The use of pilot sites of practice and inquiry, situated in local school districts, will provide the foundation for diverse information development activities which will contribute to meeting the objectives of Hub I. As part of the research team investigating a specific intervention, classroom teachers will participate in the design of the study, implementation of the intervention, collection of the data, and analysis of the results. Thus, this information development process will build capacity in school district staff to develop, evaluate, and improve instructional practices for children and youth with disabilities as the need arises. In addition, Hub I will provide technical assistance to school districts as another form of capacity building for conducting locally initiated research.

The information generated by Hub I will provide the basis for the dissemination, awareness training, and sustained learning initiatives of the other Hubs. For example, as Hub I identifies ecologically valid interventions that positively affect student performance, information will be channeled to Hub II for widespread dissemination and awareness training. Schools which are interested in implementing one of these interventions may request sustained learning assistance from Hub III. Administrators might then seek the assistance of Hub IV to identify systemic obstacles to implementation and relevant collaborations to enhance the intervention's effectiveness. In this way, a cyclical process is started which will promote institutionalization of the improvement.

The cyclical change process described above starts naturally with the activities of Hub I. Entry into the SIG, however, may begin in any Hub. For example, Hubs II or III may request

information from Hub I related to an intervention about which their constituents have inquired. Hub IV may refer districts with inquiries to Hub II for general information before initiating a request for technical assistance. In short, the SIG is based on a “no wrong door” approach to accessing services.

Providing research and evaluation services to other Hubs

Hub I will provide technical support to the other Hubs for evaluating their services and products. For example, Hub II may request an evaluation of its newsletter, web site, or awareness training materials. Hub III may request an evaluation of its sustained learning opportunities and their impact on students' learning. Hub IV may request help in documenting the empirical rationale for a system change a district is considering undertaking. This function of Hub I will also assure that all Hubs keep their focus on improving student performance.

Goal 1. Establish a Center for Information Development (Hub I) to collect, analyze, synthesize, and develop information related to effective instructional practices for children and youth with disabilities.

Objective 1.1. Gather existing information to identify validated practices to improve results for children and youth with disabilities.

Objective 1.2. Identify priorities for personnel development improvement activities and generate new information to improve results for children and youth with disabilities.

Objective 1.3. Build local capacity for data-based decision-making and determining the practical implications of empirical findings.

Objective 1.4. Provide technical assistance to implementers of the state improvement plan to ensure that student performance indicators drive the improvement system.

Hub II: Awareness and Dissemination

Not all professionals or parents have the same degree of concern for changing what they do. Nor do they all have the same level of understanding of how improvement occurs. It is because they are at varying levels in their understanding that a combination of strategies must be used in this project. One strategy that focuses on educators uses the Concerns-Based Adoption Model (CBAM) developed through the University of Texas (Hall and Loucks, 1977).

When addressing change, the SIG assumes that:

- Change is a process, not a single event and, as such, it must be facilitated by a multidimensional effort;
- As the adopter moves from simple awareness to actual integration of a practice, ongoing support is vital;
- Support must come from local resources where they are readily accessible to adopters;
- Individuals moving toward levels of adoption will proceed through the following predictable stages which require a combination of support:

Table 2: Concerns-Based Adoption Model

	Concern	Stages	Levels of Adoption
1	Awareness	Nonuse	No action is being taken with respect to the innovation.
2	Informational	Orientation	The participant is seeking out information about the innovation.
3	Personal	Preparation	The participant is preparing to use the innovation.
4	Management	Mechanical Use	The participant is using the innovation in a poorly coordinated manner and is making user oriented changes.
5	Management	Routine	The participant is making few or no changes and has an established pattern of use.
6	Consequence	Refinement	The participant is making changes to increase outcomes.
7	Collaboration	Integration	The participant is making deliberate efforts to coordinate with others in using the innovation.
8	Refocusing	Renewal	The participant is seeking more effective alternatives to the established use of the innovation.

A second organizational strategy focuses on a four-phase spiraling model that progressively supports individuals as they grow through research, diffusion, awareness training, and adoption. By using a combination of strategies as the framework for understanding change, fundamental modification to instructional practices can proceed with a sense of order in a meaningful direction.

A well-established support system is critical before any new or innovative program can be integrated into practice. When encouraged by supportive leadership, and with reasonable access on a regular basis to information and resource personnel in partnership with families, it will continually strive to attain a higher level of implementation and a higher standard of program effectiveness. The ultimate beneficiary of such striving will be the student.

The Center for Awareness and Dissemination will focus on the first three levels of concern described in Table 2. It is apparent that one must first be aware of an innovative technique before a trial of that practice can be attempted with children and youth. This Hub will provide the information needed to develop awareness about effective practices, to update the education community on issues of importance, to link individuals and organizations with appropriate personnel development activities in the state, and to inform the community at-large about the activities of the other Hubs in the SIG. By providing a centralized clearinghouse for information important to personnel development, a wide variety of promising practices, awareness presentations, and issue updates can be efficiently organized for broad distribution to the education community.

Material organization, production, and dissemination comprise the major activities of the Center for Awareness and Dissemination. The purpose of developing and broadcasting materials is to stimulate interest and encourage stakeholders to explore alternative methods for improving student performance. Dissemination supports the spread of practices that have promise and the potential to be replicated, thus providing greater access to opportunities for improvement.

The Center for Awareness and Dissemination will provide highly visible examples of successful practices, and thus encourage educators to initiate or improve services to children and youth with disabilities. Both service quality and availability will be improved through this Center. Four major vehicles will be used to accomplish this:

1. A statewide newspaper will be printed monthly during the school year which will include information relating to: the status of demonstration sites; progress on alternative models; inservice and preservice workshops; conferences; courses; research; monographs; and abstracted material. The newspaper will also become the focal point for disseminating the

news of various state organizations, with specific sections covering the activities of our statewide professional organizations, advocacy groups, and state institutions.

2. A web site will be created that mirrors the newspaper content. In addition, this interactive web site will offer a database of resources available for personnel development activities (to facilitate linkages between those seeking assistance and those in a position to provide it), and a variety of listservs and newsgroups to enable ongoing discussion and communication regarding promising practices and student performance indicators.
3. Awareness-building sessions at local, regional, and statewide conferences will be arranged to provide introductory and updated information on a wide variety of topics identified as important through statewide needs assessments and through collaboration with professional organizations and advocacy groups in the state.
4. Materials developed by SIG partners will be catalogued and made available through this centralized clearinghouse.

The Center for Educational Networking (CEN), a state initiated project operating under Michigan's state plan, currently provides a newsletter for special educators, parents, and other organizations providing services to children and youth with disabilities. The CEN maintains databases of contacts for information about special education programs, services, and organizations. Through the new SIG, the CEN resources and functions will be expanded to include the dissemination of information and materials emanating from, and related to, the other three Hubs.

Goal 2. Establish a Center (Hub II) to publicize, coordinate awareness activities and opportunities, and disseminate up-to-date information and products related to effective instructional practices for children and youth with disabilities.

Objective 2.1. Identify and document materials and resources for general and special education stakeholders.

Objective 2.2. Establish a liaison with statewide resources and partners, and document and link existing resources with general and special education stakeholders.

Objective 2.3. Disseminate information and products developed through the activities of the other three Hubs in the SIG and initiate and facilitate electronic links necessary for ongoing communication among the Hubs.

Objective 2.4. Provide information through paper and electronic (web site) publication of personnel development opportunities for general and special education stakeholders.

Objective 2.5. Collaborate with partners to initiate or arrange for a variety of workshops on topics of importance to general and special education stakeholders.

Hub III: Sustained Learning

Prominent educators believe that good personnel development is curriculum-based, sustained over time, linked to concrete problems of practice and built into teachers' ongoing work with colleagues (Little, 1993; Darling-Hammond & McLaughlin, 1996). As was described under Hub II, above, individuals will proceed through predictable stages when adopting new strategies for improvement. This Hub focuses on extending the awareness activities of Hub II into skilled application of innovative practices through sustained learning and support. This Hub emphasizes strategies that will move participants through the latter five levels of concern regarding innovation (see Table 2, page 27).

Special education personnel who stay in the field report higher levels of administrative support, strong collaborative relationships, and numerous opportunities for ongoing problem-solving (Cooley & Yovanoff, 1996). Michigan has a 12 percent annual attrition rate for special education personnel (Singer, 1993). Reasons given for leaving special education include lack of administrative support, few opportunities or mechanisms for peer collaboration, and insufficient time for sustained learning. Westling and Whitten (1996) confirmed previous findings that personnel retention is correlated with preservice preparation, school environments, and support for classroom practice. These factors have significant implications for the nature and delivery of personnel development programs.

Over recent years, Michigan's Comprehensive System for Personnel Development (CSPD) program has been evolving from a series of episodic, awareness level training events to a renewal model of personnel development. The mission and goal for Michigan's CSPD is based on the premise that success for all students depends upon both the learning of individual school employees and improvements in the capacity of the organization to solve problems and renew itself.

Under this belief structure, personnel development is characterized by three fundamental principles:

1. Results Driven: Success is measured by how alterations in organizational and instructional behavior benefit all students.
2. Systems Thinking: The focus is on the health and growth of the organization as related to interrelationships and interdependency of all members of the system.
3. Constructivism: The focus is on the team approach to understanding the learning process from each member's and the collective unit's contexts. Knowledge and motivation are internal constructs (Sparks, 1994).

Michigan's plans for inservice and preservice preparation rest on convictions that have been stated by the U.S. Department of Education Professional Development Team:

Professional development plays an essential role in successful education reform ... [and] ... serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development Both pre- and inservice professional development require partnerships among schools, higher education institutions and other appropriate entities to promote inclusive learning communities of everyone who impacts students and their learning The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development (Eisenhower Professional Development Program, 1995, p. i.—ii.).

On that foundation, Michigan is building a truly comprehensive system of personnel development. The CSPD strives to meet the identified needs for inservice and preservice preparation for all educational personnel: paraprofessionals and professionals in special education, general education, related services, and early intervention. It is essential to ensure that all personnel working with children and youth with disabilities have the necessary skills and knowledge for meeting the diverse needs of those students. The goal of the CSPD is to increase the Michigan educational community's capacity to serve all students with unique needs effectively, through a continuum of personnel development experiences.

Deering (1995) emphasizes the need to foster regional personnel development programs that address skill application and system learning. Further research is demonstrating that skill application is best accomplished through a flexible combination of distance learning (Lowery & Barnes, 1996), collaborative networking (Raywid, 1993), reflective dialogue (Rowley & Hart, 1996), and peer coaching (Showers & Joyce, 1996).

Coinciding with this body of research, the Michigan Legislature has passed laws that support local control of education practices, including the original Public Act 25 (School Improvement Model) and recent revisions of the School Code under Public Act 289. Additionally, the overarching themes of the MDE emphasize the importance of technology, program evaluation and research, and a unified education system in meeting the needs of all students.

When teachers construct professional communities inside schools to improve teaching and learning, thereby moving away from what Little (1990) refers to as "isolated work and low interdependence among teachers," they alter their practice significantly. When this occurs, the organization at-large must change as well.

Through the articulation of educational principles, this Hub will provide opportunities conducive to the risk-taking necessary to adopt new practices. It is important that participants have a familiar environment to test new practices, and an atmosphere of acceptance during this formative stage is critical in the growth process. Advanced stages of adoption (such as refinement, integration, and renewal) build on earlier awareness, and extend the participant's involvement in an innovative practice. To extend their practice, individuals need an opportunity and time to sort out, explore, and select practices before acting on them in the real world.

Educators and parents frequently report that "Time" is a major obstacle to their involvement in personnel development activities, particularly sustained learning opportunities. State initiated projects hear this routinely on the phone as people try to schedule sessions, and they see it on training session evaluation forms, and the statewide CSPD survey (42.3% educators, 58.7% parents). Administrators and service providers express uncertainty regarding how to restructure building and district schedules to create the necessary time, or they cannot agree on a plan to do so. A second problem is finding and paying for substitutes to release educators from student responsibilities. For parents, there are the time barriers of making and paying for suitable child care arrangements and/or work time release. Finally, individuals, particularly around the perimeter of the state, also express that travel time and distance (CSPD Survey: 40.8%, 45%), and possible

overnight costs impact their access to personnel development options. Each Hub, particularly Hub IV, will need to address the time challenges educators and parents experience in order to insure that there is equitable access to the new personnel development opportunities that this project will offer.

The Center for Sustained Learning (Hub III) will use multiple strategies for facilitating sustained learning among all the stakeholders concerned with educating children and youth with disabilities. They will prepare general and special education personnel with content knowledge and the collaborative skills needed to meet the needs of children and youth with disabilities. In part, this will be accomplished through communication and collaboration with other personnel development efforts in Michigan (e.g., Elementary and Secondary Education Act (ESEA) programs such as Titles I through IV, School Improvement, *Early-On*[®], and the new transition initiative.

Hub III staff will rely, in part, on Hub I for analyzing existing information and developing new knowledge to be used in learning opportunities. All Hubs will rely on Hub II for disseminating updates and awareness-level information and it will be especially important for Hub III to coordinate its own information dissemination (e.g., effective instructional strategies) with that of Hub II. As Hub IV promotes system modifications and local district capacity building for improved student performance, it will be important for Hub III to incorporate facets of system change into its learning opportunities.

Through Hub III, a coordinated team of personnel development specialists will guide and support sustained learning opportunities throughout Michigan with an emphasis on local and regional supports for skill development and application. They will apply the Michigan State Board of Education Professional Development Definitions and Standards in identifying and supporting a continuous process of improvement to enhance the capacity of all members of the learning community to pursue lifelong learning. This will include, but not be limited to, skill development programs, distance learning, collaborative networking among adult learners (parents,

professionals, paraprofessionals, etc.), reflective dialogue, and peer coaching. With Hub III's coordination and support, sustained learning opportunities will be developed locally and regionally to ensure that valid needs are met effectively.

Hub III will work cooperatively with IHEs and other entities that prepare personnel (inservice and preservice). The staff will work in concert with Hub II staff to coordinate inservice and preservice learning opportunities which go beyond awareness to address sustained learning. Hub III staff will continue to collaborate with Michigan's statewide committee of IHE faculty from programs preparing special educators. Through this group, steps will be taken to integrate promising practices into the preservice (undergraduate and graduate) curricula of Colleges of Education.

Hub III will enhance the ability of parents and educators to use strategies, such as positive behavioral supports, to design interventions regarding the conduct of children with disabilities that impedes learning. One priority of CSPD, in general, and SIG, specifically, is to enhance the ability of stakeholders to use strategies to prevent, and otherwise address, student conduct that impedes learning among students, those with and without disabilities. These strategies will emphasize conflict reduction for students and modifying environmental factors (i.e., stimuli for challenging behaviors, schedules, staffing, and student groups, etc.) in order to facilitate the development of learning communities. The focus will be educative rather than eliminative.

Hub III will annually align educational personnel development with the IDEA '97. Those invited will include representatives from CSPD, school improvement, Title I, career preparation, Michigan Jobs Commission - Rehabilitation Services, Michigan's IHE committee, MEAP, *Early-On*[®], North Central Accreditation, Parent Training and Information Centers, Parent Advisory Committee members, and the MDE. Their purpose will be to develop and promote adult learning opportunities such as on-going collegial dialogue, peer coaching, mentoring, technical assistance, and other supports for applying promising practices that will enhance student performance.

In close coordination with the existing CSPD structures, and with the other Hubs of the proposed SIG, Hub III will promote sustained learning opportunities for parents and educators to become more effective facilitators of learning. This will involve significant collaboration with teacher education programs, Parent Training and Information Centers, and various advocacy groups.

Goal 3: Establish and support a Center for Sustained Learning (Hub III) to coordinate and promote sustained learning opportunities for adult learners (parents, educators, and other personnel from both general and special education) who will acquire enhanced skills and knowledge for facilitating learning among children and youth who have disabilities.

Objective 3.1. Facilitate the development of local learning communities to enable on-going collegial dialogue, collaborative and sustained learning, and exploration of new and/or proven instructional strategies that will benefit children and youth who have disabilities.

Objective 3.2. Ensure that sustained learning opportunities are provided in a manner consistent with the SIG (e.g., appropriate awareness exists before training; evaluation is coordinated through Hub I; obstacles to implementation are communicated to Hub IV).

Objective 3.3. Provide and/or broker sustained learning opportunities addressing high priority areas, as determined through regional and statewide needs assessments and through the Partnership Team.

Objective 3.4. Ensure that sustained learning opportunities are driven by data indicating student progress toward statewide standards and benchmarks for higher order thinking and meaningful connections with the world outside the classroom.

Hub IV: Capacity Building and Quality Assurance

Hubs I, II, and III represent product-oriented functions which concentrate on providing information and skills to those educators and other partners who will directly influence the student's performance. Hub IV represents a process-oriented function which will concentrate on system analysis, building capacity within districts for improvement, and supporting a quality assurance process. This Hub will also facilitate the integration of the Hubs into a functioning model.

Often when teachers return from training events to an environment that has not changed significantly, they may have made significant growth but may not be able to influence or change the system in any significant way. In addition, many local districts lack the resources and

information necessary to identify system improvement opportunities. The many and varied mandates to which districts must attend often produce issue-specific responses, and leave little time and opportunity for more systemic problem-solving to take place.

One area in which a system improvement process can have significant impact is in the provision of direct support to districts to help them identify impediments, overcome obstacles, and reorganize their resources to address broad issues related to student performance. Establishing linkages between district policy makers and the various agencies impacting the education of children and youth with disabilities will increase the likelihood that local districts actually have the capacity to address student needs. While some schools and districts are making significant strides using a school improvement process, others need this assistance, particularly related to educating children and youth with disabilities.

The model for system improvement utilized in this project addresses information development, awareness and dissemination, and sustained training as they relate directly to student performance and ensuring progress toward statewide standards. However, to successfully implement these functions, there is also a need to provide direct support to districts at the local level to help them implement the recommended improvements. This Hub serves as a coordinating technical resource for this purpose.

Goal 4. Establish a Center for Capacity Building and Quality Assurance (Hub IV) to analyze, recommend, and implement system modifications which will promote local district capacity building for improved student performance.

Objective 4.1. Compile and consolidate all mandates, policies, and procedures regarding educating persons with disabilities in Michigan.

Objective 4.2. Recommend and facilitate collaborative activities to ensure a comprehensive and efficient approach to service delivery for individuals with disabilities and to ensure that underrepresented groups have representation in decision-making.

Objective 4.3. Provide leadership in developing and implementing guidelines for ensuring that individuals with disabilities are active participants in the general education curriculum and the community at large.

Objective 4.4. Foster local capacity building for implementation and coordination of quality services for all children and youth with disabilities.

- Objective 4.5. Provide leadership in policy making and system improvement to ensure that quality services are provided for all children and youth with disabilities, to help them progress toward statewide standards and benchmarks.
- Objective 4.6. Recommend procedures to ensure that all remaining individual projects supported by state and federal resources are included in the state improvement process for ensuring student progress toward statewide standards and benchmarks.
- Objective 4.7. Assist the Management Team in coordinating the overall interactive operation of the SIG.

Examples of the Model at Work:

Introducing a new Targeted Priority: Positive Behavioral Interventions

To date, no coordinated effort has been undertaken in Michigan to address positive behavioral interventions for children and youth with disabilities. Because this area has been identified as a priority in the SIP, the SIG will initiate a comprehensive approach which, at the same time, will provide schools with the capacity to implement positive behavioral supports, and demonstrate the interactive relationship of the Hubs in the model.

Hub I will initiate the process by researching extant literature to identify validated strategies related to functional behavioral assessment plans and positive behavioral interventions. The results of this research will be twofold: a description of validated practices to be disseminated by Hub II; and a set of recommendations for further research to identify and/or validate additional strategies which continue to foster student progress. Hub I will then review these recommendations with the Partnership Team and the Management Team and, based on their priorities, conduct a line of inquiry to develop new information on the subject.

Hub II will format and disseminate the information produced by Hub I. Further, in discussions with Hub I and Hub III, Hub II staff will identify those strategies and practices that are appropriate for developing sustained learning opportunities related to functional behavioral assessment plans and positive behavioral interventions. In concert with Hub III, a sustained learning program will be outlined and Hub III staff will then delineate the content of the program. Hub II staff will prepare support materials to accompany the program and make arrangements to offer the program in selected areas across the state.

Beginning with the delineation of the program content, Hub III staff will identify qualified trainers, define appropriate adult learning activities and a sequence of learning opportunities necessary to develop skills in providing positive behavioral interventions. Hub III will also define follow-up activities and supports necessary to sustain and extend the skills developed during initial training, and outline the local capacities which must be in place for effective utilization of the skills.

Hub IV, after reviewing the products developed by Hub III, will assist in identifying the conditions which are necessary at local district and building levels in order for the strategy or practice to succeed. In consultation with the district, Hub IV staff will facilitate appropriate linkages and help identify needed resources to promote those necessary conditions. Hub IV consultations will also assist the district in aligning the practice with its school improvement policies and with the quality assurance procedures in effect. In all cases, Hub IV staff will strive to incorporate strategies in the consultation process which will build capacity in the district to more effectively accomplish similar innovations itself in the future.

As a result of its communications with the district, Hub IV staff will review the status of implementation undertaken by the district with Hub I staff. Hub I will then communicate with the district regarding appropriate methods for evaluating the effectiveness of their implementation, and assist in developing the capacity of the district to conduct action research to ensure that the students involved are, in fact, progressing. As the district determines its success, the results of implementation will be provided to Hub II for dissemination so that other districts wanting to implement the strategy or practice will be able to benefit from that district's experiences.

Incorporating an Existing Targeted Priority into the Model: Improving Transition Services

With the transition planning focus beginning at age 14, and in light of qualitative and quantitative data indicating significant needs related to transition for students in Michigan, improving transition services has been identified as a targeted priority. Beginning in FY 98-99, the State Board of Education has approved funding for a statewide technical assistance project and grants to intermediate school districts to support improvements in the design and delivery of collaborative services.

This targeted priority and all related activities will be incorporated into the model over the next three years. The intent is to sustain the use of strategies for improving transition services beyond the period of targeted funding.

Hub I will support the identification and review of validated strategies and emerging practices related to improving transition services; current transition project staff will provide most of the effort for this activity. Validated practices such as person-centered planning and self-determination instruction have already been identified.

Hub II will assist with the format and dissemination of information produced through the transition project on an incremental basis over the next three years, reaching full integration by year three. Schedules for state and regional awareness activities will include this topic, fully coordinated through Hub II after year three.

Hub III will assist transition project staff in the refining of sustained learning opportunities on issues related to transition services. In the course of the three years of the transition project, qualified trainers across the state will be identified who can continue to provide consultation and sustained learning opportunities beyond the funding of the transition project.

Hub III represents the bridge between participants' mechanical use of newly learned information and their personalized integration of that material into routine local practice. Building a sustained model for transition services is supported through the SIG model; this represents the component which is typically missing from a topic-focused independent project.

Hub IV will assist in incorporating indicators for transition services in the quality assurance process scheduled to be developed through this Hub. Such indicators might include the development of agreements with community organizations and businesses. Capacity-building strategies, such as the development and efficient use of cash-match agreements with Michigan Rehabilitation Services, will be supported through consultation in Hubs II and III. Facilitation of quality assurance reviews and support of capacity building strategies will continue through this Hub, beyond the funding of the transition project. At this level systemic improvement becomes institutionalized.

Project Services

This section details descriptions of the services to be provided by the project. Each project design objective is presented, followed by a listing of specific activities to be accomplished which will lead to the attainment of that objective. For each activity, the parties responsible for carrying it out are defined, a description of the expected product (or output) of the activity is given, and the expected beneficiaries of the service (recipients) are listed.

It is important to note that because the SIG is based on a functional approach to personnel development (rather than a topical approach), many of the activities listed below are cyclical in nature. They represent on-going procedures for providing information services, sustained learning opportunities, and technical assistance across a variety of prioritized topical areas. Thus, while some of the activities are discrete, yielding individual products as resources, many will be carried out several times as new priorities are specified and new materials are developed to address them.

For example, Hub I will develop a body of information related to the effects on student performance of collaborative teaching in the general education setting and then repeat the activity to document the effects of a behavioral support approach. Hub II will develop and disseminate materials in print and on the world wide web outlining the services available through the hubs and then repeat the activity to increase awareness about collaborative teaching methods. Hub III will arrange for sustained learning opportunities in the area of positive (and validated) approaches to behavioral supports and then repeat the activity to develop skills in collaboration among general and special education teachers. And Hub IV may provide technical assistance to a school district to help it incorporate state performance goals for students to attain alternate performance indicators when the general education curriculum is not a realistic possibility and then repeat that activity with other districts.

More detailed plans for specific issue areas and topical priorities to be addressed will be found in the Management Plan later in this proposal. In that section, topics and time lines are presented based on current knowledge of the needs identified in the state.

In the interest of brevity in this presentation, a number of abbreviations are used in the Project Services section to refer to the parties responsible and the intended recipients of the services. Staff of the four hubs are defined in the Personnel section of the proposal. As a reminder for the reader's convenience, the following abbreviations are used:

CEN	Center for Educational Networking
Hub I	Center for Information Development
Hub II	Center for Awareness and Dissemination
Hub III	Center for Sustained Learning
Hub IV	Center for Capacity Building and Quality Assurance
IHE	Institutions of Higher Education (teacher training programs)
MATCH	Michigan Assistive Technology Clearinghouse
MEAP	Michigan Educational Assessment Program
OSE/EIS	Office of Special Education and Early Intervention Services (Michigan Department of Education)
Participants	Departments, agencies, parent organizations, and professional organizations that have agreed to participate in the project or who also conduct personnel development activities in education.
Stakeholders	Parents, general educators, special educators, personnel preparation programs, administrators (general and special education), paraprofessionals, related service personnel, advisory committees, boards of education, legislators, and other interested community entities.

Goal 1. Establish a Center for Information Development (Hub I) to collect, analyze, synthesize, and develop information related to effective instructional practices for children and youth with disabilities.

Objective 1.1. Gather existing information to identify validated practices to improve results for children and youth with disabilities.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
1.1.1.	Develop a system to identify key instructional practices.	Hub I staff	A matrix showing target students, settings, curriculum areas, and an estimate of data support available for the practice. This will then be used to survey districts in activity 1.1.4.	Hub II (for dissemination to participants); Hub III and Hub IV, to guide their development of descriptive materials about practices being promoted.
1.1.2.	Identify and recommend quality indicators to use when determining best practices for instruction.	Hub I staff	Criteria that show the effects on student performance, description of data sources and numbers, and estimates of replicability.	Hub II (for dissemination to participants)
1.1.3.	Collect and analyze extant literature related to the implementation and effectiveness of key instructional practices.	Hub I staff and IHE faculty	A catalog of practices described in the literature, with criteria descriptors as developed in activity 1.1.2. The open-ended catalog, organized by topic area, will expand as new priorities are identified and new literature becomes available.	Hub II (for dissemination to stakeholders)
1.1.4.	Collect and summarize extant data from state and local research and evaluation studies about key instructional practices.	Hub I staff	A catalog of practices described in surveys returned from districts, with criteria descriptors as developed in activity 1.1.2. The catalog will be updated annually.	Hub II (for dissemination to stakeholders)

1.1.5.	Prepare summaries of validated practices for dissemination through the awareness and dissemination Hub.	Hub I staff and IHE faculty	A set of executive summaries describing validated practices which improve student performance, including narrative descriptions of the practices and the catalogued information developed in activities 1.1.3 and 1.1.4. Additional summaries will be added to the set as they are completed.	Hub II (for dissemination to stakeholders)
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Objective 1.2. Identify priorities for state improvement activities and generate new information to improve results for children and youth with disabilities.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
1.2.1.	Identify priorities for studies of effective practices which will supplement those found in the extant literature.	Hub I staff and IHE faculty	A list of areas in the priorities defined by the State Improvement Plan for which no extant validated practices can be found. This list will be used as the basis for developing and/or funding research and evaluation studies to examine the effectiveness of current and emerging practices.	Hub II (for dissemination to stakeholders)
1.2.2.	Evaluate the effectiveness of state and local efforts related to implementation of key instructional practices.	Hub I staff	A list of schools and districts that are implementing validated practices, including information regarding the degree to which such efforts are being implemented and their distribution across the state.	Hub II (for dissemination to the other hubs and to all participants)
1.2.3.	Develop and coordinate data collection activities related to performance indicators of student achievement.	Hub I staff; MEAP staff; Alternative Assessment project staff	The annual summary of the participation and performance of students with disabilities in state assessment programs, disaggregated by disability area and types of accommodations made.	Hub II (for dissemination to stakeholders)
1.2.4.	Prepare summaries and recommendations to the field regarding successful implementation of practices that address state performance indicators for distribution through the awareness and dissemination Hub.	Hub I staff; MEAP staff; Alternative Assessment project staff	A list of districts (and contact persons) that are implementing validated practices. This includes a summary of the effectiveness of their implementations and recommendations for other schools considering implementing the practice.	Hub II (for dissemination to stakeholders)

Objective 1.3. Build local capacity for data-based decision-making and determining the practical implications of empirical findings.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
1.3.1.	Provide technical assistance to special education personnel on collecting and analyzing data and applying research and evaluation results to practice.	Hub I staff	Consultation with local personnel in at least 15 districts on evaluating their instructional practices and on drawing conclusions based on the findings.	Districts requesting assistance based on publicity through Hub II
1.3.2.	Generate recommended topics and materials support for professional development to help local personnel conduct research and evaluation studies.	Hub I staff	The resources, knowledges, and skills needed to support local research and evaluation and prepared related materials for distribution through Hub II (based on observations and feedback from activity 1.3.1.).	Hub II, for publicizing and making available to those who request copies
1.3.3.	Prepare guidelines for action research at the classroom or building level, and provide technical assistance to districts wanting to evaluate the effectiveness of their practices.	Hub I and Hub III staff	An Action Research Guide that assists teachers in evaluating program effects in natural settings (see activity 3.4.1.).	Hub II (for dissemination to stakeholders); Hub III; Hub IV; Participants

Objective 1.4. Provide technical assistance to implementers of the state improvement plan to ensure that student performance indicators drive the improvement system.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
1.4.1.	Identify measurable connections between state improvement activities and anticipated performance outcomes for students.	Hub I staff	A data analysis matrix for use in the SIG, to point to appropriate performance indicators to monitor for each of the types of activities carried out by the Hubs.	All Hub personnel; Partnership Team
1.4.2.	Evaluate usefulness of information generated by research and evaluation studies and of materials disseminated to stakeholders.	Hub I and Hub II staff	The results of the annual survey of a stratified random sampling of the education community, including the accessibility of materials which have been disseminated and their perceived usefulness to the recipients	All Hub personnel; Partnership Team

1.4.3.	Develop summaries of progress on performance indicators for students and implications for adjusting state improvement activities.	Hub I staff; MEAP staff; Alternative Assessment project staff; Hub IV staff	A summary of the types of accommodations made in statewide testing and the numbers of students participating in the MEAP and in the alternative assessment programs. This summary will be updated annually.	Partnership Team; Hub II (for dissemination to stakeholders)
1.4.4.	Assist in evaluating the effects of sustained learning programs on student outcomes.	Hub I and Hub III staff	A quarterly summary of sustained learning event outcomes (see activity 3.4.2) and an annual summary of longitudinal effects of sustained learning programs on local capacity to improve student performance (see activities 3.4.3., 3.4.4., and 3.4.5.).	All Hubs and Participants
1.4.5.	Prepare summaries of action research results for statewide dissemination.	Hub I and Hub III staff, and Participating general and special education personnel	A summary of action research reports submitted to the hub will be prepared annually (see activity 3.4.1).	Hub II (for dissemination to stakeholders); Hub III; Hub IV; Participants

Goal 2. Establish a Center for Awareness and Dissemination (Hub II) to publicize, coordinate awareness activities and opportunities, and disseminate up-to-date information and products related to effective instructional practices for children and youth with disabilities.

Objective 2.1. Identify and document materials resources for general and special education stakeholders.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
2.1.1.	Identify information and materials needs of general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff; Management Team; Hub I staff; IHE	The results of the statewide survey of information and materials needs of general and special education stakeholders. A report of information and materials needed organized by topic, magnitude of need, and region of the state. An annual update of information and materials needed organized by topic, magnitude of need, and region of the state.	Hub I (to set priorities for research activities), Hub III (to identify future sustained learning programs related to effective instructional practices for children and youth with disabilities), and all general and special education participants conducting professional development activities.

2.1.2.	Identify existing resources and products that address the information and materials needs of general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff; Partners; IHE	The results of both state and national resources and products that address the information and materials of general and special education stakeholders identified in 2.1.1. A report (updated annually) of resources and products organized by source and topic.	All hub personnel and stakeholders
2.1.3.	Identify sole proprietors, companies, agencies, individuals, and organizations that have the capability to provide information and technical assistance to general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff; Partners; IHE	The results of a state and national survey of sole proprietors, companies, agencies, and organizations that have the capability to provide information and technical assistance to general and special education stakeholders. This will be updated annually.	All Hub personnel and stakeholders
2.1.4.	Prepare products generated by activities 2.1.1 through 2.1.3 for paper and electronic publication.	Hub II staff	A print-ready report on this statewide survey of information and materials needed, state and national survey of resources and products, and state and national survey of sole proprietors, companies, agencies, individuals, and organizations. This will be updated annually.	All Hub personnel and stakeholders

Objective 2.2. Establish a liaison with statewide resources and partners, and document and link existing resources with general and special education stakeholders.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
2.2.1.	Establish a web site for electronic publication and distribution of information about products and training and service providers.	Hub II staff; OSE/EIS; Management Team; MATCH	An efficient and cost-effective method of electronic publication and distribution that extends and expands the OSE/EIS web site supported by the CEN. A unified method that eliminates duplication of effort and facilitates efficient and cost-effective electronic publication and distribution.	Stakeholders

2.2.2.	Develop and maintain a database index of endorsed products.	Hub II staff; OSE/EIS; Project ACCESS	A document on standards for endorsing products that address the information and materials needs of general and special education stakeholders, and a searchable database that will identify all endorsed products, including source, cost, key words, and intended use. Updated quarterly.	All Hub personnel and stakeholders
2.2.3.	Develop and maintain a database index of qualified training and service providers.	Hub II staff; OSE/EIS; Partners; Hub III staff; Project ACCESS	A report on standards that identify qualified training and service providers, and a searchable database that will identify all qualified training and service providers, including name, qualifications, address information, area(s) of expertise, and costs. Updated quarterly.	All Hub personnel and stakeholders
2.2.4.	Establish standards for monitoring the quality and effectiveness of products and training and service providers.	Hub II staff; OSE/EIS; Management Team; Hub I staff	An annual report on the standards and procedures for monitoring the quality and effectiveness of products and training and service providers.	All Hub personnel and participants
2.2.5.	Establish an efficient and cost-effective method of paper publication and distribution of information about products, training, and service providers.	Hub II staff	An efficient and cost-effective method of paper publication and distribution that complements and extends the existing distribution system established by the CEN. A unified method that eliminates duplication of effort in publication and distribution.	Stakeholders

Objective 2.3. Disseminate information and products developed through the activities of the other three Hubs in the SIG and initiate and facilitate electronic links necessary for on-going communication among the Hubs.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
2.3.1.	Establish and maintain a primary vehicle for linkages among the Hubs in the SIG.	Hub II staff; Management Team; MATCH	An electronic link among the four hubs, and procedures for networking with each Hub that facilitate regular communication of hub activities for dissemination through the vehicles in place at the CEN.	Hub personnel, Management Team, and the Partnership Team

2.3.2.	Develop and maintain a database index of information and products developed through the activities of the other Hubs.	Hub II staff; OSE/EIS; Partners; and Project ACCESS	Standards for identifying information and products to be included in the database, and a searchable database of information and products to include Hub source, topic, key words, and intended use. Updated quarterly.	Hub personnel; Participants
2.3.3.	Publish and distribute hard copy of products developed through the activities of the other Hubs.	Hub II staff	An efficient and cost-effective method of paper publication and distribution of products that complements and extends the existing system established by the CEN.	Hub personnel and stakeholders.
2.3.4.	Maintain a web site for electronic publication and distribution of products developed through the activities of the other Hubs.	Hub II staff; MATCH	An efficient and cost-effective method that complements the OSE/EIS web site supported by the CEN.	Hub personnel and stakeholders

Objective 2.4. Provide information through paper publication and electronic (web site) publication of personnel development opportunities for general and special education stakeholders.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
2.4.1.	Continuously gather current information related to staff and program development opportunities and updates for general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff; OSE/EIS; Partners; IHE; Project ACCESS.	A method for receiving information in a timely manner in either paper or electronic format that includes standards for submission, time lines, and relevance to improving the performance of children and youth with disabilities.	All Hub personnel and stakeholders
2.4.2.	Develop and maintain a database index that will facilitate paper publication of opportunities and updates available for general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff; Project ACCESS.	A database of information that publicizes the activities of the other Hubs, upcoming inservice, and preservice workshops, conferences, and other staff and program development opportunities available through IHE, school districts, or sponsoring agencies. The database and web page will be updated continuously.	All Hub personnel and stakeholders

2.4.3.	Publish and distribute announcements of personnel development opportunities and updates for general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff	A newspaper and web page that publicize information on the activities of the other Hubs, upcoming inservice and preservice workshops, conferences, and other personnel and program development opportunities available through IHE, school districts, or sponsoring agencies. These products will be updated monthly.	Stakeholders
2.4.4.	Use web site to publish personnel development opportunities and information updates of importance for general and special education stakeholders.	Hub II staff; MATCH.	A web site that mirrors all printed material produced by Hub II, and that provides links to all of the Hubs for general and special educators and parents. This will be updated continuously.	All Hub personnel and stakeholders

Objective 2.5. Collaborate with partners to initiate or arrange for a variety of workshops on topics of importance to general and special education stakeholders.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
2.5.1.	Identify awareness workshop topics of importance to general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II and Hub I staff; Partners; regional resource centers; IHE	A report on the statewide survey of awareness and workshop topics of importance to general and special education stakeholders. This will be updated annually.	Hub I (to set priorities for research activities), Hub II (to determine priorities for scheduling awareness workshops), Hub III (to identify future sustained learning programs related to effective instructional practices for children and youth with disabilities), and all general and special education participants conducting professional development activities.

2.5.2.	Develop and maintain a database index of awareness workshop topics of interest to general and special education stakeholders providing programs and services to children and youth with disabilities.	Hub II staff; Project ACCESS	Procedures and standards for determining which awareness workshops will be included, and a database of selected awareness workshop topics. This database will reference selected workshop topics that can be linked with potential audiences and participants (2.5.3).	OSE/EIS, Participants, and Hub personnel to access information on workshop topics.
2.5.3.	Maintain a database of awareness workshop audiences and participants.	Hub II staff	A database of awareness workshop audiences and participants. This database will reference workshop audiences and participants that can be linked with selected workshop topics (2.5.2).	OSE/EIS, Participants, and Hub personnel to access information on workshop audiences and participants.
2.5.4.	Facilitate development and packaging of training materials for awareness workshops.	Hub II staff; OSE/EIS; Management Team; Hub I, Hub III, and Hub IV staff	A prototype workshop package to include all that is required to organize, conduct, and evaluate an awareness workshop. Topic area materials will be developed using the prototype to effectively and efficiently prepare materials for dissemination to the field.	OSE/EIS, Participants, and all Hub personnel, to develop and package training materials.
2.5.5.	Coordinate a continuing series of awareness workshops with school districts, professional organizations, and advocacy groups throughout the state.	Hub II staff; OSE/EIS; Partners; IHE	An electronic link among the participants for this activity, and a procedure for scheduling, booking, and monitoring workshops. The link will be available continuously.	All Hub personnel and stakeholders

Goal 3: Establish and support a Center for Sustained Learning (Hub III) to coordinate and promote sustained learning opportunities for adult learners (parents, educators, and other personnel from both general and special education) who will acquire enhanced skills and knowledge for facilitating learning among children and youth who have disabilities.

Objective 3.1. Facilitate the development of local learning communities to enable on-going collegial dialogue, collaborative and sustained learning, and exploration of new and/or proven instructional strategies that will benefit children and youth who have disabilities.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
3.1.1.	Identify and develop coalition relationships with professional organizations and other interested parties involved in personnel development through an annual retreat on sustained learning programs.	Hub III Director with Management Team	Annual Retreat Reports and a summary of co-sponsorships of sustained learning programs.	IHE, all participants' personnel development offices, and personnel departments or contacts in local and intermediate school districts
3.1.2.	Develop guidelines for sustained learning experiences which include teacher training programs, mentoring experiences, and criteria for impacting student performance (year one).	Hub III and Hub I staff; IHE Committee; MEAP; Management Team; Title I; Career Preparation; Michigan Jobs Commission-Rehabilitation Services	A set of Sustained Learning Guidelines, including: characteristics of effective adult learning experiences; guidelines for developing a sustained learning program; suggestions and examples of a variety of strategies for promoting adult learning; the importance of, and methods for, follow-up to promote sustained learning; and the role of, and methods for, evaluating the effects of sustained learning opportunities.	Hub II (for dissemination to stakeholders)
3.1.3.	Establish and maintain a web page on sustained learning, and provide an electronic forum for communication among professionals engaged in activities of the coalition.	Hub III staff, MATCH webmaster	A web site and a newsgroup for sustained learning will be established to facilitate on-going collaboration and dialogue regarding sustained learning and its implications.	Hub II (for publicizing the web site); participants; IHE; local staff involved in personnel development activities

Objective 3.2. Ensure that sustained learning opportunities are provided in a manner consistent with the SIG (e.g., appropriate awareness exists before training; evaluation is coordinated through Hub I; obstacles to implementation are communicated to Hub IV).

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
3.2.1.	Define criteria for developing sustained learning programs consistent with the SIG.	Hub III and Hub I staff, and the Management Team	Criteria that define the characteristics of practices to be included in sustained learning programs, including criteria for validating the practices, qualifications of trainers, and appropriate effectiveness indicators for the program.	Hub II (for dissemination to stakeholders)
3.2.2.	Develop criteria for participation in sustained learning opportunities, including recommendations regarding prerequisites; a clear definition of the purposes of sustained learning and the commitments necessary for its success.	Hub III staff and the Management Team	Guidelines for participants in sustained learning programs that include examples of the variety of follow-up (and follow-through) requirements inherent in sustained learning, in which a building or district must participate if the program is to be effective.	Hub II (for dissemination to stakeholders)
3.2.3.	Identify systemic obstacles encountered in sustained learning efforts.	Hub III staff and program participants	A monthly report of systemic issues which impede the application of skills fostered through sustained learning programs.	Hub IV (for technical assistance follow-up with participating districts)

Objective 3.3. Provide and/or broker sustained learning opportunities addressing high priority areas, as determined through regional and statewide needs assessments and through the Partnership Steering Committee.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
3.3.1.	Identify topical areas to be developed and presented each year through on-going needs assessments coupled with the priorities established by the State Improvement Plan and the Management Team.	Management Team; Hub I staff; Hub III Director and Coordinator; IHE Committee.	The annual needs identified and the priorities assigned them by the Partnership Team, and a schedule of sustained learning opportunities available and those under development. Extensive collaboration with other participants engaged in personnel development (e.g., Title I; Title II – Eisenhower) will be on-going.	Hub II (for dissemination to stakeholders); Hub I; Hub IV; Participants

3.3.2.	In cooperation with Hub I, conduct focus groups representing various stakeholders to further define and develop sustained learning programs addressing other areas defined by the State Improvement Plan and subsequent needs assessments, as prioritized by the Partnership Team	Hub I and III staff with representatives of the IHE Committee and the Partnership Team, and a sampling of the intended recipients of the training.	Focus group recommendations will be written for each area so examined. This summary will serve as a guide to defining the content of sustained learning programs to be developed.	This is primarily for guiding Hub III in its development activities, but will also be distributed to all Hub personnel and the Partnership Team
3.3.3.	Identify personnel development resources (i.e., human and material resources) that are appropriate and effective in addressing the high priority topics through sustained learning opportunities.	Hub III staff and Coordinator with Hub II staff, IHE faculty, local and regional district staff development personnel, parent groups	List of human and material resources appropriate for sustained learning opportunities in each program developed in connection with Hub III.	Hub II (for inclusion in its database of resources available to stakeholders)
3.3.4.	Arrange for CEUs to be awarded to personnel completing sustained learning programs over extended periods of time (e.g., one quarter, one semester, or one year).	Hub III Coordinator	CEU options in registration materials for sustained learning opportunities.	All sustained learning program participants
3.3.5.	Develop and conduct sustained learning programs, in areas of priority specified by the Partnership Team, to promote skill development and collaborations that contribute to improving student achievement. *Note: This is a major endeavor in the SIG. Topical areas to be developed and presented each year will be determined through activity 3.3.1. Extensive collaboration with other participants engaged in personnel development (e.g., Title I; Title II – Eisenhower) will be on-going.	Hub III staff; Directors of participating state-initiated projects; Partners' personnel development offices; Trainers in priority areas	At least ten sustained learning programs will be offered each year. (The exception to this will be the first year, of which only six months will remain by the time funding is available. In this year, four sustained training programs will be offered. Priority areas identified for the first year include: Co-Teaching; Transition; Parent-Professional Partnerships; and Behavioral Support Strategies). A report of sustained learning opportunities provided each year and programs in preparation for subsequent years will be provided annually.	IHE faculty and education community participants who have committed to participate in and use the results of sustained learning opportunities with their students

Objective 3.4. Ensure that sustained learning opportunities are driven by data indicating student progress toward statewide standards and benchmarks for higher order thinking and meaningful connections with the world outside the classroom.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
3.4.1.	Promote and facilitate action research as a component of sustained learning, to ensure the connection between new practices and student performance indicators.	Hub III and I staff, with representatives of the Partnership Team	An Action Research Guide that assists teachers in evaluating program effects in natural settings (e.g., the classroom). A summary of action research reports submitted to the hub will be prepared annually.	Hub II (for dissemination to stakeholders)
3.4.2.	Collect, analyze, and report evaluation data from each sustained learning component (e.g., workshop, consultation, peer mentoring and/or networking, etc.) to assess the component's effectiveness in promoting adult learning among educators and/or parents.	Hub I and Hub III staff	Quarterly evaluation reports summarizing results.	Hub II (for dissemination to stakeholders)
3.4.3.	Collect, analyze, and report longitudinal evaluation data from adult learners to assess the sustained learning components' relationship to changing instructional behaviors among educators and/or parents.	Hub I and Hub III staff	Longitudinal evaluation reports at end of years three, four, and five.	Hub II (for dissemination to stakeholders)
3.4.4.	Collect, analyze, and report longitudinal evaluation data from a sample of adult learners to assess the various sustained learning components' relationships to improved student performance.	Hub I and Hub III staff	Longitudinal evaluation reports at end of years three, four, and five.	Hub II (for dissemination to stakeholders)
3.4.5.	Collaborate with Hubs I and IV to provide technical assistance to local and regional school districts to build capacity for evaluating the impact of adult learning opportunities on student performance measures (i.e., encouraging educators to engage in action research).	Hub I, Hub III, and Hub IV staff	Quarterly reports on technical assistance, and annual longitudinal evaluation reports.	Management Team, all Hub personnel, and the Partnership Team

Goal 4. Establish a Center for Capacity Building and Quality Assurance (Hub IV) to analyze, recommend, and implement system modifications which will promote local district capacity-building for improved student performance.

Objective 4.1. Compile and consolidate all mandates, policies, and procedures regarding educating persons with disabilities in Michigan.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.1.1.	Identify agencies with mandates, policies, and procedures related to educating individuals with disabilities in Michigan.	Hub IV staff and Management Team	List of all agencies having impact on children and youth with disabilities.	All participants
4.1.2.	Summarize all mandates, policies, and procedures by category and clarify distinctions between mandates, policies, best practices, and good ideas.	Hub IV staff and all Partners	List of all mandates and policies having impact on children and youth with disabilities, by agency.	All participants and Hub II (for dissemination to stakeholders)
4.1.3.	Prepare a document listing all policies and procedures, identifying areas of commonality across agencies and areas which are agency-specific and submit to Hub II for dissemination.	Hub IV and Hub II staff	List of policies and procedures, cross-referenced by area of impact, prepared as disk files suitable for printing and for placement in world wide web pages.	Hub II (for dissemination to stakeholders)
4.1.4.	Implement process for preparing on-going updates to the consolidated list of policies and procedures.	Hub IV staff	Posted on web pages and printed reference materials. Updated continuously.	Hub II (for dissemination to stakeholders)

Objective 4.2. Recommend and facilitate collaborative activities to ensure a comprehensive and efficient approach to service delivery for individuals with disabilities and to ensure that under-represented groups have representation in decision-making.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.2.1.	Based on the consolidated list of policies (activity 4.1.3.), identify areas where duplication of effort exists.	Hub IV staff and Management Team	List of redundancies among policies, rules and regulations, and services provided by partner agencies.	All participants
4.2.2.	Convene a Partnership Institute to develop recommendations for reducing duplication of effort and coordinating related services to ensure a comprehensive approach to services for children and youth with disabilities, and disseminate recommendations.	Hub IV and Hub I staff, and representatives of all agencies which are participating in the SIG.	Proceedings from a Partnership Institute delineating policy inconsistencies and redundancies, with recommendations regarding system improvements needed and redundancies to be reduced.	Hub II, for dissemination to all participants
4.2.3.	Conduct pilot study with cooperating agencies to provide more cost-effective services and evaluate pilot results in cooperation with Hub I.	Hub I and Hub IV staff, and selected agencies volunteering to adjust procedures to better complement each other in meeting their mandates.	Report on the methods used for determining collaborative roles and responsibilities, list of obstacles encountered in adjusting to more collaborative operations, and suggestions for overcoming such obstacles for other agencies.	Hub II, for dissemination to all agencies
4.2.4.	Prepare procedures and recommendations for all agencies on reducing duplication of effort and ensuring comprehensive services through collaboration.	Hub IV staff and Management Team	Guidelines for developing collaborative roles, defining responsibilities, and suggestions for maximizing collaborative operations of multiple agencies.	Hub II, for dissemination to all agencies and school district administrators
4.2.5.	Implement on-going evaluation and review of collaborative efforts.	Hub IV and Hub I staff, and all partner agencies	A report of agency and organization collaborative activities, with suggestions for addressing areas in which obstacles have been encountered. Updated quarterly.	All Hubs and all participants

Objective 4.3. Provide leadership in developing and implementing guidelines for ensuring that individuals with disabilities are active participants in the general education curriculum and the community at large.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.3.1.	Develop guidelines for accommodations that will help students participate in general education classrooms and meet the requirements of the general education curriculum.	Hub IV staff, representatives of the Partnership Team, and a special focus group of general and special education teachers, principals, and parents.	A manual of guidelines to use when accommodations are needed, delineating when accommodations represent alterations in methodology only and when they represent alterations in standards, and an annotated list of collaborative professional roles that can facilitate curriculum mastery.	Hub II (for dissemination to stakeholders)
4.3.2.	Develop guidelines for helping students participate in district-wide and statewide assessment programs.	Hub IV staff, MEAP staff, and a special focus group of general and special education teachers, administrators, and parents.	A set of guidelines for making accommodations in testing procedures or requirements, and inclusion of the type of accommodations made on testing protocols.	Hub II (for dissemination to stakeholders)
4.3.3.	Develop guidelines for determining the benchmarks which must be addressed for a student, including determining when alternative assessment and nongeneral education performance indicators are appropriate.	Hub IV and Hub I staff, representatives of the Partnership Team, and a special focus group of general and special education teachers, parents and principals.	A resource manual which will help IEP teams decide when alternative assessments are necessary and when a student's program should include alternative performance indicators for progress and success (e.g., AUEN benchmarks in lieu of general education graduation criteria).	Hub II (for dissemination to stakeholders)
4.3.4.	Develop guidelines for enhancing student and parent participation in the general education curriculum.	Management Team, Parent organizations, Hub IV staff.	A set of recommendations for parents on positive ways to participate on the IEP team, with a related guide for professional personnel on methods for encouraging active participation.	Hub II (for dissemination to stakeholders); Parent organizations

4.3.5.	Develop guidelines for districts to address behavioral assessment and supports to enable students to participate effectively in the general education curriculum.	Hub IV staff, representatives of the Partnership Team, and a special focus group of general and special education teachers, parents and principals.	A manual for IEP teams and district administrators combining state and federal rules and guidelines regarding behavioral assessment, behavioral manifestation, behavior intervention policies, and validated practices in positive behavioral support.	Hub II (for dissemination to stakeholders)
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Objective 4.4. Foster local capacity-building for implementation and coordination of quality services for all children and youth with disabilities.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.4.1.	Provide technical assistance to districts in interpreting administrative rules and other mandates, identifying barriers to improvement, and facilitating linkages which will increase collaboration among agencies in the provision of services.	Hub IV staff and OSE/EIS staff	Available staff who continuously consult with district administrators regarding the system improvement model. At least 25 districts are expected to request and receive assistance from Hub IV in analyzing and adjusting their school improvement efforts.	School district administrators
4.4.2.	Provide technical assistance to districts in conducting quality assurance reviews that are based on improvement of student performance.	Hub IV staff, OSE/EIS staff and MDE Quality Assurance review group	Consultation with district administrators regarding state standards for quality assurance and their relationship to student performance indicators.	School district administrators
4.4.3.	Provide technical support for local capacity building grants (if available) to assist districts in meeting their needs for sustained learning opportunities.	Hub IV staff and OSE/EIS staff	Consultation with district administrators regarding factors that affect sustained learning efforts and methods for enhancing the effectiveness of sustained learning programs within their local districts.	School district capacity building teams
4.4.4.	Provide technical assistance to districts in adjusting their programs to address statewide performance indicators for all students.	Hub IV staff and OSE/EIS staff	Consultation with district administrators regarding adoption and implementation of the AUEN performance indicators, and work with districts to find ways to increase student participation in the statewide testing program.	School district administrators

Objective 4.5. Provide leadership in policy-making and system improvement to ensure that quality services are provided for all children and youth with disabilities, to help them progress toward statewide standards and benchmarks.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.5.1.	In collaboration with state credentialing offices, identify and promote certification requirements which will ensure that both general and special education teachers have a foundation in a variety of validated practices which improve performance of children and youth.	IHE Committee, Professional Standards and Certification Office, and Hub IV staff	Certification standard which requires knowledge of practices based on validated methods for instructing children and youth with disabilities, which have been demonstrated to have a positive effect on student performance.	All general and special education prospective teachers completing their initial training in or after the 1999-2000 school year
4.5.2.	In collaboration with IHE, integrate action research training into teacher training programs.	Hub I, Hub III, and Hub IV staff, and IHE Committee	An Action Research Guide (see activity 3.4.1.) adapted for use in teacher training programs to assist teachers in training in evaluating program effects in natural settings (e.g., the classroom).	IHE and all participants involved in providing personnel development
4.5.3.	In accord with the State Board of Education's policy regarding a continuum of services, identify model sites of research-based best practices in local schools (including out-of-school programs operated by other departmental units, and hospitals).	Hub I staff, IHE Committee, and Hub IV staff	A list of all sites using research-based practices, and that agree to cooperate in providing practical experiences for teachers in training, will be provided to all IHE.	IHE, Participants, and Hub II (for publicizing to stakeholders)

Objective 4.6. Recommend procedures to ensure that all remaining individual projects supported by state and federal resources are included in the state improvement process for ensuring student progress toward statewide standards and benchmarks.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.6.1.	Work with other state projects to help them align their services for participation in the SIG for professional development.	Hub IV staff, OSE/EIS project managers	A minimum of five additional projects per year will align their services to the SIG, beginning in year 2, and continue until all state initiated projects participate.	All SIG participants; Partnership Team

4.6.2.	Conduct an Academy on Funding with all state and federal personnel development initiatives (based on the compilation produced in activities 4.1.3. and 4.2.4.), and develop suggestions and recommendations for innovative funding patterns for personnel development activities, to increase collaborative and cross-disciplinary interactions for sustained learning.	Hub IV staff, OSE/EIS consultants, and representatives of all units responsible for conducting personnel development programs.	A report on funding requirements and options for all agencies involved in personnel development related to educating children and youth with disabilities, with examples of how collaborative funding can be arranged, and the benefits to be derived therefrom.	All Academy participants; Hub II (for dissemination to Participants and the Partnership Team
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Objective 4.7. Assist the Management Team in coordinating the overall interactive operation of the SIG.

Activity	Description	Responsible Parties	Outputs (products & services)	Recipients of Outputs
4.7.1.	Establish the SIG Management Team.	Directors of the four Hubs, Director of the OSE/EIS, and an external evaluation consultant	A Management Team (formed within four weeks of the grant award) that meets biweekly to review the progress of the Hubs. Recommendations regarding work flow and priorities will be made, and a set of meeting minutes will be maintained.	All Hub personnel and the Partnership Team
4.7.2.	Serve as Executive Secretary of the SIG Management Team to facilitate meetings and ensure follow-through on team decisions.	Hub IV Director	A meeting schedule and agenda, and ensure that meeting minutes are prepared and distributed.	All Hub personnel and the Partnership Team
4.7.3.	Contract for an external evaluation of implementation of the SIG.	OSE/EIS	A formative evaluation will be prepared by the external evaluator to summarize progress on all of the project objectives, to recommend changes which might be indicated, and to prepare biennial reports of model effectiveness. Annually.	All Hub personnel, the SIG Management Team, and the Partnership Team

Personnel

Hub I: Center for Information Development (year one, 3.0 FTE)

Director (TBA) (1.0 FTE)

The Director of Hub I will be responsible for organizing and managing an extensive program of data collection and analysis related to student performance outcomes. The Director will work with the SIG to assist in designing and conducting studies that will address specific validation questions about unsubstantiated strategies and practices. As a member of The Management Team, the Director will ensure coordination of activities and products with the other hubs.

The Director must have: university experience; a background in research; a demonstrated ability to put research into practice; good writing and editing skills; documented interpersonal and leadership skills; ability to effectively use technology and manipulate data; and knowledge regarding effective educational practices. The Director should have a masters level or advanced degree.

Data Research Coordinator (TBA) (1.0 FTE)

The Data Research Coordinator will be involved in (a) formulating evaluation plans, (b) analyzing formative and summative evaluation data that is collected from project participants and others involved in project activities, and (c) coordinating stakeholders who serve on an Action Research team. The Coordinator will support action researchers (general and special education personnel and development stakeholders) to identify problems/challenges; develop evaluation questions; select or develop data collection strategies and tools; collect both qualitative and quantitative data; and provide input for evaluation reports.

The Coordinator must have a solid foundation in evaluation procedures, statistical analysis, and nonparametric research design and analysis.

Administrative Assistant (TBA) (1.0 FTE)

The Administrative Assistant is responsible for general secretarial support to the Director and other Center personnel. Secretarial responsibilities include composing letters, memoranda, and reports utilizing knowledge of work area instructions; using technology to complete various office duties; providing information to consumers requiring knowledge of office operations; scheduling meetings and conferences; assembling related materials; making travel arrangements as needed; updating Director and/or Project Manager on status of issues before scheduled meetings; determining needs of and ordering office supplies, equipment, repair and maintenance services through proper channels; assisting in creating and revising forms; and recommending revisions to standard office procedures.

The Administrative Assistant must have good communication and interpersonal skills; the ability to assume responsibility without direct supervision; the ability to learn quickly and implement accurately; the ability to manage heavy work loads; and the ability to deal with stress factors. Experience should include typing and editing materials using correct grammar, spelling, punctuation, and format; operating standard office equipment such as computers, calculators, duplicating machines, facsimile machines, etc.; and maintaining office files and logs.

Contracted Services

Hub I will contract with various IHEs, IHE personnel, parent groups and projects, professionals, professional organizations, and others to conduct studies and assist in the collection of data for Hub I activities.

Hub I staff (years two through five)

Personnel needs for years two to five are expected to remain stable.

Hub II: Center for Awareness and Dissemination (year one, 3.975 FTE)

Director, Dr. Donald A. Burke (CEN - .10 FTE; CAD - .15 FTE)

Donald A. Burke has an Ed.D. in special education from Wayne State University. Dr. Burke began his career in special education in 1956 as a classroom teacher for students with educable mental impairment, initially with elementary aged students, and eventually with secondary

aged students where he developed an innovative work experience program for his students. In 1961, Dr. Burke was awarded a U.S. Office of Education doctoral fellowship through Wayne State University with the expectation of being prepared to accept a college teaching position in special education. In 1964, Dr. Burke was employed at Michigan State University (MSU) where he served on the faculty in special education for 27 years. During his tenure at MSU, Dr. Burke was instrumental in helping numerous Michigan school districts with developing, implementing, and evaluating educational programs and services for students with severe, moderate, and mild levels of cognitive disabilities. As a visiting professor, he has taught extensively on special education in colleges and universities throughout the country, as well as abroad. His research activities have been published. He has written proposals and received both research and training grants, and provided inservice training to school boards, administrators, teachers, paraprofessionals, and parents of children with disabilities.

Dr. Burke is a recipient of a number of professional awards and honors, including the Rosemary Dybwad International Award, from the National Association for Retarded Citizens, for his work in Belize, Central America. Dr. Burke left MSU in 1991 to enter the private sector to expand his interest in developing, implementing, and evaluating general and special education programs and services for children with disabilities.

In 1993, Disability Research Systems, a research and development firm with whom Dr. Burke was employed as a Senior Research Associate, was awarded a Michigan State Initiated Project grant to create CEN. Dr. Burke accepted the assignment of Director, as an independent contractor, and has continued to serve in that capacity. Originally, the Director position required .50 FTE, but as the project evolved over a five year period and the skills of staff developed, combined with excellent personnel stability, the FTE of the position has been reduced to .10 FTE. In 1996, Eaton Intermediate School District (EISD) accepted fiscal responsibility for CEN, and the project and staff were moved to that site. In 1997, EISD bid for and received the contract to continue as operating agency for CEN.

As Director of CEN and the Center for Awareness and Dissemination (CAD), Dr. Burke will commit 25 percent of his time to providing overall direction and ensuring fiscal responsibility to the project. As Director he will: complete all forms and reports related to CEN/CAD that may be required by OSE/EIS or other agencies; perform liaison activities with OSE/EIS, consumers, and all partners; monitor the quality of CEN/CAD products; coordinate work assignments of CEN/CAD staff and contractors; negotiate all contractual arrangements; chair CEN/CAD staff meetings to ensure progress toward all objectives of the center; participate on The Management Team to ensure coordination of CEN/CAD efforts with those of the other hubs; and perform other duties as required to maintain an efficient and cost effective project.

Managing Editor/Project Coordinator, Linda A. Lynch
(CEN - .80 FTE; CAD - .20 FTE)

Linda A. Lynch has been Managing Editor for CEN since the beginning of the project in 1993. In this role, Ms. Lynch administers day-to-day operations of CEN; supervises CEN staff in carrying out project responsibilities; requisitions funds as needed; approves all purchases; authorizes payments; assists the Director with development of the budget; and maintains liaison with the field regarding CEN functions and activities. Ms. Lynch supervises the Editor and the administration of *Newsline* production timelines and assists the Editor with all production activities. She also provides daily supervision of staff who have responsibility for the other objectives of CEN (i.e., annual production and monthly update of the Michigan Special Education Directory; the distribution of special education documents; and support for the Office of Special Education/Early Intervention Services (OSE/EIS) Web site. Ms. Lynch has a B.A. degree in English and K-12 certification in education. Her teaching experience includes both general and special education students, as well as adult education students. She helped develop Michigan's Program Guides and Assessment Supplements for special education and also Michigan Exit Performance Assessments for students with emotional impairment and educable mental impairment. In addition, Ms. Lynch was involved in helping develop the third generation of the Michigan Outcomes materials, currently available as Addressing the Unique Needs of Students with Disabilities (AUEN), Florida's Performance Assessment System for Students with Disabilities (PASSD), and special focus reports

developed by Michigan Center for Quality Special Education (CQSE). Other Michigan projects on which Ms. Lynch worked include the Student and Program Evaluation Project, and the Student Achievement Report Consortium. Additional editorial and journalism technical assistance includes significant contributions to Michigan Inclusive Education Recommendations Committee Report, and the Special Education Task Force Report, both of which were submitted to the Michigan State Board of Education for their consideration. She is the current editor of *Exceptional Newsletter*, the statewide newsletter published three times a year by the Michigan Federated Chapters of the Council for Exceptional Children.

As Managing Editor/Project Coordinator for CEN/CAD, Ms. Lynch will continue to perform the duties identified above (.80 FTE). Her additional time (.20 FTE) will be assigned to assisting the Director in ensuring that all CEN/CAD objectives are met in a timely manner.

Editor, Holly Spence Sasso (CEN - .80 FTE; CAD - .20 FTE)

Holly Spence Sasso joined the CEN staff in 1994 as a staff writer. In 1996 when CEN moved to EISD, she accepted the position of Associate Editor. As Associate Editor, Ms. Sasso supports CEN staff in carrying out their project responsibilities, and assists with day-to-day procedural details. She conducted outreach efforts with *Newsline consumers* and state department employees. She researched and wrote articles, proofed rough drafts, and edited *Newsline* copy. She also assisted with identifying "Of Special Interest" topics and prepared those topics for publication in *Newsline*. Ms. Sasso produced photos, graphics, and other elements of a newsmagazine that enhance the usefulness of *Newsline* to its stakeholders. During 1997-98, as the objectives of CEN continued to expand, it became evident that the production of *Newsline* needed to be the responsibility of one person. Steps were taken to reorganize CEN, and the result was the promotion of Ms. Sasso to Editor, with administrative responsibility for the production of *Newsline*. The EISD Board of Education approved this realignment of staff and responsibilities effective July 1, 1998. In addition to her primary administrative responsibility for the production of *Newsline*, as Editor, Ms. Sasso has general responsibilities that include assisting with day-to-day operations of CEN; supporting staff in carrying out project tasks; maintaining liaison with the field

regarding CEN functions and activities; assisting with the dissemination of CEN documents when necessary; assisting with design, production, and maintenance of the CEN directory; and facilitating operation of the OSE/EIS WEB site. She also conceptualizes articles; solicits articles from the field; writes articles; produces photos, graphics, and other elements that complement the written word; and performs initial and final editing of articles and graphic elements. She chairs editorial meetings and develops the production agenda resulting from these meetings. She also organizes monthly production files, a monthly notebook for graphic production, and prepares initial layout of articles and photos into the *Newsline* template. Finally, she is the primary contact for *Newsline* contractors. Ms. Sasso has a M.A. degree in English and is a Michigan Certified Teacher. She has experience at the high school and junior college levels. She also has a background in journalism, photojournalism, and public relations. Prior to coming to CEN, Ms. Sasso worked as a Project Coordinator and trainer for the Michigan Outcomes Training Project. Additional editorial and journalism technical assistance includes significant contributions to the Michigan Student Achievement Report Consortium.

As Editor for CEN/CAD, Ms. Sasso will continue to perform the duties outlined above (.80 FTE). Her additional time (.20 FTE) will be assigned to perform similar duties related to the production of paper products identified in the Project Services Matrix.

Project Assistant, Teri Bullock (CEN - .80 FTE; CAD - .20 FTE)

Teri Bullock joined the CEN staff in July 1996 as a half-time project assistant. Within the year, it became evident that the responsibilities of the Project Assistant would require a full-time person. Ms. Bullock accepted the assignment and will continue in the position of Project Assistant for CEN. Her responsibilities include: maintaining the *Newsline* subscriber list (currently at 15,564); filling document orders for material distributed by CEN, and managing the invoicing system (9,254 shipped during 1997-98); producing the Michigan Special Education Directory; managing incoming telephone calls; processing incoming mail; maintaining inventory of publications; monitoring use of office facilities, supplies, and equipment; maintaining an electronic link with OSE/EIS WEB site by entering data and uploading, downloading, and formatting

documents; proofing CEN products; and coordinating the activities of co-op students employed by CEN. Ms. Bullock has extensive experience as secretary and bookkeeper. She is proficient with many applications on both MAC and IBM compatible equipment including, R-Base, Microsoft Office, FileMaker Pro, and WordPerfect.

As one of three Project Assistants, Ms. Bullock will continue to perform the duties outlined above (.80 FTE). Her additional time (.20 FTE) will be assigned to perform similar duties related to the objectives of CEN/CAD that focus on dissemination of information and materials.

Project Assistant, TBA (CEN - .20 FTE; CAD - .80 FTE)

As one of three Project Assistants, the person who fills this position will demonstrate skills that complement the skills of the Project Assistants already employed by CEN and address the objectives of CEN/CAD. This person will provide support to CEN/CAD staff who have primary responsibility for awareness workshops and activities to be planned, carried out, and evaluated. In regard to the awareness objectives, the Project Assistant will respond to inquiries, forward inquiries, if necessary, to the correct resource, maintain databases, produce the required reports, maintain supplies and materials for awareness workshops, schedule awareness workshops, make arrangements for presenters and participants, follow through on the arrangements for workshops, maintain records of workshops and participants, and perform other related tasks to ensure an efficient and cost effective system of awareness training. (.80 FTE) Additional time (.20 FTE) will be assigned to support the objectives of CEN that focus on maintenance of databases and dissemination of documents.

Project Assistant, TBA (CAD - 1.0 FTE)

As one of three Project Assistants, the person who fills this position will demonstrate skills that complement the skills of the Project Assistant already employed by CEN and address the objectives of CAD. This person will provide support to CEN/CAD staff who have primary responsibility for awareness workshops and activities to be planned, carried out, and evaluated. In regard to the awareness objectives, the Project Assistant will respond to inquiries; forward inquiries, if necessary, to the correct resource; maintain databases; produce the required reports; maintain

supplies and materials for awareness workshops; schedule awareness workshops; make arrangements for presenters and participants; follow through on the arrangements for workshops; maintain records of workshops and participants; and perform other related tasks to ensure an efficient and cost effective system of awareness training.

Staff Writer, Shirley Beckman (CEN - .125 FTE; CAD - .125 FTE)

Shirley Beckman has been employed by CEN as a staff writer since 1994. In this position, she researches articles and prepares them for publication in NEWSLINE. In addition, she assists with proofreading, layout, final editing, participates in editorial meetings, maintains a "best practices" file, and processes publications for the CEN resource library. Ms. Beckman has extensive experience in writing for daily, weekly, and monthly local and national publications. In addition, she was employed as Public Relations Specialist for the Ingham Intermediate School District. She has a B.S. degree in journalism.

As Staff Writer for CEN/CAD, Ms. Beckman will continue to perform the duties outlined above (0.125 FTE). Her additional time (0.125 FTE) will be assigned to work with CEN/CAD staff in preparing the paper products identified in the Project Services Matrix. The specific duties will include proofreading, layout, and final editing.

Graphic Specialist, TBA (CEN - .20 FTE; CAD - .80 FTE)

CEN/CAD will employ a technical, vocational, or college trained person in desktop publishing skills and experience, who also possesses knowledge of general and special education programs and services. The purpose of the position is to provide clean camera ready products from art elements, photographs, print, and sketches. This person will be responsible for in-house, pre-press activities associated with workshop products, train. Additional time (.20 FTE) will be assigned to work with CEN/CAD staff on pre-press activities related to NEWSLINE.

Office Assistant TBA (CEN - .50 FTE; CAD - .50 FTE)

Currently, CEN employs high school or college co-op students to perform the duties of an Office Assistant. Given this arrangement, the duties of a co-op student are determined by the needs of CEN and the availability of the high school or college student. In general, the co-op students enter data and text into appropriate *Newsline* subscriber database, directory, and resource library files; attend to phone inquiries; prepare document orders for shipping; and monitor document stock; assist with daily mail, fax, and copy needs; and monitor the office supplies inventory. It is anticipated that with the additional objectives identified in this proposal, CEN/CAD would require the services of a full-time Office Assistant.

CEN/CAD Contracted Services (year one)

Media Graphics is a graphic design company owned and operated by Ms. Lynne Brown. Ms. Brown has provided graphic design expertise to *Newsline* since the beginning of the project in 1993. The CEN Editor prepares *Newsline* for Media Graphics by inserting text into a standard format, allowing for graphics and photos. This preliminary layout is used by Media Graphics to design, format, and scan a production ready copy of *Newsline*. In addition, the finalized version of the product is archived. Ms. Brown has twenty years of experience in the design, pre-press production, and publishing of a wide variety of materials. Her design and publishing company has received at least 22 awards for excellence in graphics arts design. Ms. Brown has an Associates Degree of Photography, and a B.A. degree in Graphic Design.

As a contractor for CEN/CAD, Media Graphics will continue to perform the services outlined above and extend these services to new publications developed by CEN/CAD staff.

Millbrook Printing Company is a comprehensive full service commercial printing company. They specialize in producing magazines, catalogs, and directories. They have expertise and equipment for electronic pre-press, conventional pre-press, sheetfed printing, non-heatset web printing, folding, bindery, and mailing. Millbrook has printed and mailed *Newsline* since the CEN's beginning in 1993.

As a contractor for CEN/CAD, Millbrook Printing will continue to perform the services outlined above, and extend these services to new publications developed by CEN/CAD staff.

Computer consultation will be required to setup the database indexes and the WEB Site identified. Partner resources available to CEN/CAD include the Web Master for the OSE/EIS; the Technology Office of EISD; and Project ACCESS, a Michigan State Initiated Project providing technology support to special education stakeholders; and the Michigan Assistive Technology Clearinghouse (MATCH), a free statewide electronic web service dedicated to information and support by, for, and within the disability community.

In addition, Hub II will contract with various IHEs, parent groups and projects, professionals, professional organizations, and others to assist in Hub II awareness and dissemination activities.

Hub II staff (years two through five)

Personnel needs for years two to five are expected to remain stable. The division of FTE between CEN and CAD will dissolve as the functions of CEN/CAD become integrated into a fully unified operational center that addresses, in a timely manner, the awareness and dissemination needs of general and special education stakeholders providing programs and services to students with disabilities. However, as the skills of staff develop, or as additional needs for awareness and dissemination are identified by the activities of the other hubs, specific staff assignments will be adjusted, as will the use of contractors.

Hub III: Center for Sustained Learning staff (year one, 3.75 FTE)

Director, Dr. Susan St. Peter (.75 FTE)

Susan St. Peter has a Ph.D. in special education from the University of New Orleans and has been the Developmental Disabilities Institute's Associate Director for Education for over three years. Dr. St. Peter's experiences in supporting individuals with disabilities began over 35 years ago when her younger brother was born with Down Syndrome. In addition, she has 25 years of professional experience as a special education classroom teacher, teacher trainer, and consultant. Before coming to Wayne State University, Dr. St. Peter completed a two-year postdoctoral fellowship at Syracuse University and was an Assistant Professor of Special Education at the Pennsylvania State University for two and one-half years. In her current position, Dr. St. Peter is the liaison between DDI, the University Affiliated Program of Michigan, and higher education faculty and students within Wayne State University and across Michigan. She has managed numerous grant-funded projects, including "Bridges to Educational Opportunities and Career Advancement" which was initially funded by the Women's Educational Equity Program, and ultimately funded by the Office of Special Education and Rehabilitative Services. Her other responsibilities currently include coordination of Michigan's Comprehensive System of Personnel Development (CSPD), which will expand significantly as a major part of Hub III within the proposed state improvement grant.

As Director of Hub III, Dr. St. Peter will commit 75 percent of her time to providing general oversight of Hub staff and fiscal responsibility for the hub's management. As a member of The Management Team, Dr. St. Peter will ensure coordination of sustained learning opportunities with the activities and products of the other hubs. Dr. St. Peter will lead Hub III, convening monthly meetings and ensuring progress toward all objectives. She will work closely with the Hub III Coordinator, providing leadership and mentorship in ensuring effective coordination of all aspects of the hub's efforts—both statewide and regionally—and effective technical assistance to educators and parents. Dr. St. Peter will work with all participants in the Hub III team in order to ensure their success in providing effective, sustained learning opportunities that are linked with improved

student performance. As Director, Dr. St. Peter will negotiate all regional subcontracts and obtain the MDE Program Manager's approval prior to awarding such subcontracts. Finally, Dr. St. Peter will take the lead in preparing reports and other written materials generated by Hub III.

Project Coordinators (2.0 FTE)

1) Irene Woodell, Developer Coordinator; 2) TBA, Facilitator Coordinator

Ms. Irene Woodell, M.A. holds a bachelor's degree in special education and a master's degree in rehabilitation counseling. Having been born with physical disabilities, Ms. Woodell's determined spirit, intelligence, and insightful nature have led to her success in many arenas. Ms. Woodell has worked in education since 1980, with experiences including early intervention, students with physical or other health impairment, emotional impairment, and students with a learning disability. Over the years, Ms. Woodell has conducted many workshops and seminars on sensitivity training, career development, and other disability-related issues. Recently, Ms. Woodell played an important role in the team who developed and staffed a statewide conference, Women & Disabilities: Celebrate, Motivate, Organize, and Activate. Currently, Ms. Woodell is Project Coordinator for a federally funded project, "Bridges to Educational Opportunities and Career Advancement." Within that project, she is responsible for hiring, training, and coordinating a team of peer mentors who provide supports to individuals with disabilities in the Metropolitan Detroit Area. She delivers some mentoring services directly and works with parents of some of the project's mentees. Also, she works with transition specialists and others within the Detroit Public Schools on developing strategies for enhancing student outcomes in Detroit. Ms. Woodell has delivered numerous presentations at conferences and is an excellent team member on complex, collaborative projects. She has exhibited skills and responsibility for ensuring the project's progress toward achieving objectives and has worked with the Project Director on developing project reports and other materials.

The Hub III Coordinators will work closely with the Hub III Director, Dr. St. Peter. They will be actively involved in identifying and coordinating sustained learning facilitators and will have responsibility for ensuring that regionally developed, sustained learning opportunities are designed to promote improvements in student performance. Increasingly, this will involve student-oriented,

data-based decision making in planning topics and formats for adult learning experiences. The Hub III coordinators will be responsible for the development of training materials and writing of reports. The coordinators must have experience with electronic communications systems.

Administrative Assistant, TBA (1.0 FTE)

The Administrative Assistant is responsible for general secretarial support to the Director and other Center personnel. Secretarial responsibilities include composing letters, memoranda, and reports utilizing knowledge of work area instructions; using technology to complete various office duties; providing information to consumers requiring knowledge of office operations; scheduling meetings and conferences; assembling related materials; making travel arrangements as needed; updating Director and/or Project Manager on status of issues before scheduled meetings; determining needs of and ordering office supplies, equipment, repair and maintenance services through proper channels; assisting in creating and revising forms; and recommending revisions to standard office procedures.

The Administrative Assistant must have good communication and interpersonal skills; the ability to assume responsibility without direct supervision; the ability to learn quickly and implement accurately; the ability to manage heavy work loads; and the ability to deal with stress factors. Experience should include typing and editing materials using correct grammar, spelling, punctuation, and format; operating standard office equipment such as computers, calculators, duplicating machines, facsimile machines, etc.; and maintaining office files and logs.

Contracted Services

In addition, Hub III will contract with various IHEs, IHE personnel, parent groups and projects, professionals, professional organizations, facilitators, and others to assist in Hub III sustained learning activities

Hub III staff (years two through five)

Personnel needs for years two to five are expected to remain stable.

Hub IV: Capacity Building & Quality Assurance (year one, 4.0 FTE)

Hub IV Director, TBA (1.0 FTE)

The Director of Hub IV will be responsible for analyzing systems, and planning and conducting meetings to develop consensus among a variety of partners and potential partners with widely diverging points of view. The director will be responsible for maintaining the focus of the Hub on improving capabilities of districts to provide and/or benefit from personnel development activities which promote student achievement. The Director will be a member of the Management Team and will also be responsible for coordinating the meetings of the Management Team and the Partnership Team.

The Director of Hub IV must have a knowledge of systems improvement process; administrative experience; be able to implement strategic plans; and use organizational development practices. The Director should have a masters level or advanced degree.

Project Coordinator, TBA (1.0 FTE)

The Project Coordinator will work with the Director of Hub IV in addressing the objectives of the Hub. The Coordinator will work directly with districts, seeking to improve their capacity to deliver quality services to students, and will assist local districts in determining their alternatives for ensuring quality services and in identifying the resources available to assist in that endeavor.

Data Research Coordinator, TBA (1.0 FTE)

The Data Research Coordinator will assist the Director and the Project Coordinator in compiling and organizing the various agency mandates and policies and develop a cross-referenced compendium to serve as the basis for improving systemic approaches to meeting students' needs. This person will compile documents which will serve as resources for increasing the integration of students with disabilities in the general curriculum. The Coordinator will also assist local school districts in designing and analyzing data to determine the effectiveness of practices at the local level.

Administrative Assistant, TBA (1.0 FTE)

The Administrative Assistant is responsible for general secretarial support to the Director and other Center personnel. Secretarial responsibilities include composing letters, memoranda, and

reports utilizing knowledge of work area instructions; using technology to complete various office duties; providing information to consumers requiring knowledge of office operations; scheduling meetings and conferences; assembling related materials; making travel arrangements as needed; updating Director and/or Project Manager on status of issues before scheduled meetings; determining needs of and ordering office supplies, equipment, repair and maintenance services through proper channels; assisting in creating and revising forms; and recommending revisions to standard office procedures.

The Administrative Assistant must have good communication and interpersonal skills; the ability to assume responsibility without direct supervision; the ability to learn quickly and implement accurately; the ability to manage heavy work loads; and the ability to deal with stress factors. Experience should include typing and editing materials using correct grammar, spelling, punctuation, and format; operating standard office equipment such as computers, calculators, duplicating machines, facsimile machines, etc.; and maintaining office files and logs.

Contracted Services:

Hub I will contract with various IHEs, IHE personnel, parent groups and projects, analysts, legal and policy specialists, other professionals, professional organizations and others to assist in Hub IV activities.

Hub IV staff (years two through five)

Personnel needs for years two to five are expected to remain stable.

External Evaluator

The external evaluator must have a Masters or advanced degree in the area of research and evaluation or 16 hours of graduate course work in the area of statistics. He/she must also have experience in conducting program evaluations with educators at the local and intermediate school district levels. Specific skills in the area of survey design and measurement of qualitative data is preferred. Measurement expertise is essential and effective interpersonal skills are required.

Resources

Four intermediate school districts (ISDs) have agreed to serve as fiscal agents for the hubs in this project. The following is a summary of the resources these organizations bring to the SIG.

Hub I: Washtenaw ISD

The Washtenaw Intermediate School District (WISD), located in Ann Arbor, is a dynamic regional service agency that has as its primary mission the continuous improvement of student achievement. Within the State of Michigan, the WISD has long been recognized as a leader in the field of special education.

WISD is committed to collaboration as a central strategy for accomplishing its mission and has been engaged in numerous state and federal grant programs to improve teaching and learning on a regional and statewide basis. The WISD's proximity to Eastern Michigan University (EMU) makes it a logical partner in the development of Hub I activities including the development of a database of information on effective educational practices for students and promising models of staff development for teachers and other special education personnel. EMU is the largest producer of special education personnel in the country.

As one example of a partnership with EMU and neighboring ISDs, WISD has a lead role in the Collaborative School Improvement Process (C-SIP), a building level school improvement model disseminated by EMU, Monroe ISD, Wayne County ISD, and Wayne State University (SIP, page 6).

This model is based on the proposition that the building is the largest single unit in which change can occur for the improvement of student outcomes. It is an uncomplicated, straightforward problem solving system which provides for an interface between theory, research, and scientific data on the one hand, and knowledge and understanding of the educational setting on the other. What distinguishes the C-SIP process from the traditional school improvement systems is the equity given to teachers as equal stakeholders in school improvement.

At the state level, WISD serves as fiscal agent for Project PERFORM. Beginning in 1988, Alice Hartman, a parent of a child with a disability, and her staff facilitated support groups, developed and distributed information packets and newsletters, developed and maintained a database of information for families, and created a lending library of books and videos for families. In 1993, WISD was awarded a state initiated project grant (Project PERFORM) to provide this parent resource clearinghouse on disability information to all parents and educators in Michigan.

All Project PERFORM staff are parents of children with disabilities who bring a wide variety of talents to share with other families. They have strong ties to *Early On*®, the new Comprehensive Parent Services System, and the medical community and represent many years of experience in providing information and support to families and professionals who work with students with special needs.

To support the SIP/SIG partnership and to provide Hub I efforts to generate and to provide models and information about effective practices for educating children and youth with disabilities, the WISD will provide technical assistance through its ongoing school improvement and professional development efforts within its school districts. WISD has sophisticated data networking and conferencing capabilities that can be utilized for technical assistance and information dissemination purposes to support the work of the other three hubs' system improvement activities. The WISD's agency commitment and capacity to generate and analyze data for decision making related to student achievement provides another asset that the WISD brings to the SIG effort. The WISD's business services department has the capability to manage state and federal projects in an efficient manner as its performance record clearly indicates. As fiscal agent for Hub I, WISD is ready to work with the MDE and EMU to participate in the efforts outlined under Hub I activities.

Hub II: Eaton ISD

The Center for Educational Networking (CEN) is housed within Eaton Intermediate School District (EISD) in Charlotte, which is located about 20 miles south of Lansing, the capital of Michigan. As fiscal agent, EISD has incorporated CEN into its organizational structure within the

Special Education Department. CEN is generously supported by all the departments and offices of EISD and is recognized as a full partner within the organization. The Director of CEN is an active member of the superintendent's Administrative Council. The EISD Board of Education has agreed to support the proposed expansion of responsibilities for CEN and will continue to function as fiscal agent as the Center for Awareness and Dissemination (Hub II) evolves.

CEN has five years of experience in publishing and disseminating information to Michigan general and special education stakeholders providing programs and services to students with disabilities. Currently, information disseminated relates to: Office of Special Education/Early Intervention Services (OSE/EIS) activities; State Initiated Projects and other federal projects managed by OSE/EIS and Michigan's institutions of higher education (IHEs); local, state, and national model programs and practices; technology developments; legislative and policy decisions; current research results; State Board of Education and OSE/EIS advisory committee reports; etc. At the present time dissemination is accomplished through a 16 page monthly (9 issues) newsmagazine (*Newsline*) that reaches over 16,000 Michigan general and special education stakeholders, distribution of over 60 documents developed by OSE/EIS on a cost recovery basis (some documents are free to parents of children with disabilities), and Internet access.

The resources of CEN include a fully equipped publication and dissemination office, staffed by qualified publication and media specialists (3.1 FTE). Initially, CEN will continue to function as currently organized. Through the SIG the resources and functions of CEN will be expanded and modified to focus on the publication and dissemination of information and materials emanating from and related to the activities of the other hubs. The expectation is that over the five-year period of Michigan's plan, CEN would adapt its current functions as necessary, apply its resources as required, and incorporate its staff as appropriate, resulting in a fully unified operational center that addresses, in a timely manner, the awareness and dissemination needs of general and special education stakeholders providing programs and services to students with disabilities as determined by the activities of the other hubs.

CEN is located in commercial space in downtown Charlotte. The physical space consists of 1200 square feet for staff (three rooms) and an equal amount of square feet in a basement for storage of materials. Space is available for expansion. CEN is furnished with both Macintosh and Windows computer equipment and up-to-date hardware and software required for desktop publishing and printing of documents, creating and maintaining databases, billing and inventory control, setting up and maintaining a Web Site, and operating an efficient and cost effective business office. For specialized tasks, CEN has contractual agreements with a pre-press design and publishing company (Media Graphics), a comprehensive full service commercial printing company (Millbrook Printing Company), and both in-house computer support (OSE/EIS Web Master and EISD Technology Office) and consultant support (Project ACCESS).

The annual budget for years two through five is expected to remain stable. However, the line items within the budget may change, particularly as the functions of CEN/CAD become integrated into a fully unified operational center that addresses, in a timely manner, the awareness and dissemination needs of general and special education stakeholders providing programs and services to students with disabilities as determined by the activities of the other hubs. Examples of where these line item changes will occur, beginning as early as year two, relate to those activities of the objectives identified in the Project Services section focused on creating the methods for data collection, product development, paper and electronic dissemination, and workshop coordination. As these methods get established, the resources (staff and money) will be directed at maintaining, modifying, or improving the methods, and redirecting the resources to other or new activities or objectives as additional needs for awareness and dissemination are identified.

As indicated in the Project Design and Project Services sections, over the five years of the Michigan Improvement Plan, Hub II will become one with the existing Center For Educational Networking (CEN). In the first year of the plan, the activities of Hub II will be coordinated and integrated into the activities of CEN with an eye to eliminating duplication of effort, maximizing the

talents of the current CEN staff, bringing qualified and complementary staff into the workplace to help achieve the objectives of the plan, and laying the foundation for an efficient and cost effective Center for Awareness and Dissemination (CAD).

Hub III: Marquette-Alger ISD

The Marquette-Alger Intermediate School District (MAISD), located in Michigan's Upper Peninsula, will serve as the fiscal agent to Hub III of the SIG. Hub III, the Center for Sustained Learning, will work in close collaboration with the research and evaluation activities of Hub I and with IHEs to promote long-term improvement in the quality of services for students with disabilities.

MAISD has an outstanding history of providing leadership in regional and statewide federal grant projects. In the 1970's, MAISD served as the fiscal agent and statewide model for the development of ISD Special Education Parent Advisory Committees as delineated within state special education legislation passed in 1971. Training occurred statewide with school personnel, parents, and school board members. MAISD staff and parents developed prototypes of PAC guidelines/supporting material which were infused in the training process. Many of these materials are still being used throughout the state.

In the 1980's, MAISD served as a field site for the implementation of least restrictive environment options throughout the state and established a partnership with the Developmental Disabilities Institute (DDI) to serve as a training model in Michigan. MAISD was the only ISD (out of 57 in Michigan) which implemented the Inclusive Education Project with all of its school districts. In addition, MAISD and DDI conducted applied research with Northern Michigan University (NMU) that focused on effective inclusive education practices implemented in preservice education. These integrated staff development models continue to be presented at regional, state, national, and international meetings and have been cited in numerous research reports.

And in 1990's, two significant projects currently in progress under MAISD fiscal agent responsibilities, are the statewide Comprehensive System of Personnel Development (CSPD) Project and one of the three statewide sites for Collaborative Sites of Practice and Inquiry (CSPI).

The CSPD Project was developed with the MDE to forge a regional implementation model that would increase the capacities of the Michigan educational community to serve, effectively, all students with unique needs through a continuum of personnel development experiences. A contract was developed with the DDI to serve as operational agent for the CSPD Project in conjunction with five regional representatives and MDE personnel on the operations team. A statewide advisory team also meets quarterly to provide input to the operations team.

The CSPI project represents a partnership with NMU, Michigan State University (MSU), Western Michigan University, several local school districts and the MDE to identify critical elements in the teaching/learning process which enhance the mission of unified schools to meet the needs of all learners. MAISD has already developed two instructional videos to supplement professional development in this area and will produce at least two more in the coming year. DDI serves as the evaluator in the MAISD/NMU component of CSPI.

In addition to the above experiential capacity in managing federal grant projects at the statewide level, MAISD provides the following resource support services which assure the grant management expertise:

- Full-time Business Manager who is also a CPA; support staff in finance includes a full-time Grants Coordinator with secretarial support. MAISD has fully implemented a computerized accounting system to cover all phases of grant management. MAISD has implemented a federal grants accountability system being used by eleven Michigan ISDs to assure accurate, timely fiscal reports.
- Support services for the leadership/implementation of the statewide projects directly through the Superintendent's Office to assure extensive oversight in program/fiscal/evaluation processes and effective collaboration with DDI and the MDE.
- State of the art technology which affords video and data distance learning opportunities throughout Michigan and other national sites.
- Meeting facilities as needed for project implementation.
- Effective partnerships with all Michigan Institutions of Higher Education.
- Systems-thinking approach to developing the capacity necessary for effective learner outcomes.

Hub IV: Livingston Educational Service Agency

The Livingston Educational Service Agency (LESA) is located in Howell, along the Lansing-Detroit corridor. In the past, LESA has managed the OSE/EIS CSPD, when they were awarded this statewide training project through a competitive bid process in 1986. Between 1990 and 1998 LESA also served as fiscal agent for statewide training of trainer efforts.

The Outcomes Training Project, a major state initiative between 1990-97, was managed by local educational agencies through LESA. This effort::

- Introduced 22,000 educators, parents, and university students to Michigan's Special Education Outcomes Guides and Assessments.
- Provided sustained learning and support to the more than 300 parent and educator trainers.
- Provided leadership training and continuing support to 14 regional facilitators.

From 1995 to 1998, the Statewide Transition Project utilized parent and service provider training partners to introduce 6,000 parents, educators, and community service providers to Michigan's Fundamentals of Transition. This project also offered several follow-up implementation sessions regarding issues including: Merging Transition into the IEP Process; Documentation of Transition in IEPs Using Transition Outcomes; and Developing Self-Determination Skills.

In 1995, Dr. Elizabeth Berman, LESA Director of Special Education, chaired a state committee to make recommendations regarding appropriate ways the OSE/EIS can assist general education personnel to service children and youth with disabilities. As one result of the committee's work, beginning in 1997, Michigan's Co-Teaching Project began a sustained learning effort that emerged from co-teaching research conducted through a partnership among MSU, NMU, and Oakland University. The Frameworks of Co-Teaching document developed through this research serves as the centerpiece for training many general education/special education teams around the state.

In 1998, LESA was awarded an additional grant. LESA will support the development of products and meet the projected IDEA timelines for the following activities: (1) conducting

monitoring of special education programs and services, and (2) implementing of a pilot model for quality assurance review. In addition, the OSE/EIS is developing a quality assurance review model as part of the SIP.

The administrative services at LESA, which will facilitate Hub IV management, include: compliance and monitoring, program supervision, budget preparation, and technical assistance. The necessary business services at LESA encompass: budgeting, payroll, accounting, fiscal, accounting for grants, copying and mailing services. Other staff services offered to Hub IV are professional development assistance, access to resources in the media center, consultation and referrals for parents, and collaboration with other community groups.

In addition, LESA has large and small group meeting areas that can be used for Hub IV activities.

Additional Resources

MATCH

The Michigan Assistive Technology Clearinghouse (MATCH) is a collaborative electronic communications system that is operated jointly by Project ACCESS (an OSE/EIS state initiated special education project) and Tech 2000 (a Michigan Jobs Commission - Rehabilitation Services Tech Act project). This system has been operating for five years, and serves the entire disability community in Michigan through a statewide network of free dial-in modem pools. MATCH provides bulletin board features such as electronic mail, public forums and discussion groups, chat rooms, and text files available for downloading. During the present year MATCH is moving to a web-based system which will continue to provide these services, as well as provide web services to the hubs in this project. The advantages of MATCH are that it is freely available for access by professionals, parents and individuals with disabilities throughout the state, and is designed to be virtually barrier free for all users. For example, great care is taken to design the system to accommodate individuals using screen readers, single-switch input, and the like, and adjustments are made continuously to ensure universal access to the information and discussions contained

within the system. MATCH will provide support for the hubs in preparing and placing their web pages on line, and will participate in a number of the specific communication activities listed in the Services section of this proposal.

State Initiated Projects

The OSE/EIS uses discretionary funds, under Part B of IDEA, to support state initiated projects and negotiated grant agreements that target various state initiatives in support of special education.

In the past, these projects have not been prioritized based on improvement, nor have they been coordinated in their efforts. Frequently these projects have duplicated functions and have not been evaluated as to their impact on student performance. Some of the activities and budgets of these projects and grants relate to needs identified in Michigan's SIP and the SIG. As the SIP begins to establish priorities for improvement, state initiated projects and federal grants will be aligned with established priorities for continued funding. Those projects/grants that do not align with Michigan's state improvement plan will be phased out.

The SIG is expected to provide services to the existing projects and grants, maximizing the efficient use of discretionary funds. Michigan expects to support the continuation of the SIG process, through the use of discretionary funds, after these specific federal funds are no longer available.

The following state initiated projects utilize Part B funds and engage in activities that support the systemic improvement within Michigan's Model to Improve the Performance of Students with Disabilities.

ACCESS Project — Provides technical support and assistance in the collection and reporting of Special Education and Early Intervention Central Registry and compliance data as required under the IDEA. The budget for FY 1998-99 is \$180,000. This will interface with Hub I.

Center for Educational Networking (CEN) — Provides consumers and providers of special education information about special education activities, issues, and technology updates by way of a monthly newsletter, the “CEN Newsline.” The budget for FY 1998-99 is \$297,500. This will interface with Hub II.

Collaborative Sites of Practice and Inquiry — Promotes a more unified educational system (general education/special education) through innovative teacher preparation practices by initiating or enhancing a collaborative site(s) where promising practices in teaching, learning, and teacher education are developed and studied. Each site will expand opportunities for preservice teachers to interact with professionals in the field as part of a collaborative effort between their institution(s) of higher education and local education agency(s). The budget for FY 1998-99 is \$225,000. This will interface with Hubs I, II, and III.

Comprehensive Parent Services System — Implements a comprehensive services system for parents of students with disabilities throughout Michigan. This system provides information to parents on rights and responsibilities under IDEA; access to national information on disabilities, education and intervention strategies; provides joint parent-professional training on topics identified through a statewide needs assessment; advocacy training; and parent-to-parent training and support. In addition the System coordinates information, awareness and dissemination level activities across a broad array of parent organizations. Both of Michigan's Parent Training and Information Centers (federally funded) are part of this system.

In conjunction with training and support available to educators, there is a critical role for parents. Parent trainers have substantial skill regarding functional behavioral assessment and implementation of positive behavior interventions. These trainers can help parents statewide to become effective partners in the design of positive intervention plans in IEP meetings. For example, as partners to the Hubs, the groups comprising Michigan's Comprehensive Parent Services System can offer technical assistance and problem-solving in this area. The budget for FY 1998-99 is \$550,000. This system will interface with Hubs I, II, III and IV.

Comprehensive System for Personnel Development (CSPD) — Provides professional development activities initiated directly by the OSE/EIS on a regional basis. The CSPD activities are based upon statewide needs assessment, compliance and monitoring reports, consumer and provider field requests, input of OSE/EIS staff, and legal and procedural improvements affecting the delivery of educational services to students with disabilities in Michigan. The budget for FY 1998-99 is \$605,000. This will interface with Hubs II and III.

Co-Teaching — Enhances planning for individual students and district school improvement efforts by providing instructional support specific to co-teaching. Funds provide training to general and special education personnel on the use of team/co-teaching materials, techniques, and strategies. The budget for FY 1998-99 is \$80,000. This will interface with Hubs III and IV.

Dispute Resolution Project — Uses mediation as an alternative form of resolving educational disputes and program complaints. Grant funds will be used to support the maintenance of a cadre of mediation officers. Also, funds will provide skill training to assist parents of students with disabilities and school districts to deal more positively with disputes regarding the education of students with disabilities. The budget for FY 1998-99 is \$108,000. This will interface with Hubs II, III, and IV.

Michigan's Assistive Technology Resource — Provides information through the latest technologies to educators and those serving students with disabilities. Additionally, this project provides Braille and large print services to all Michigan schools. The training and services component focuses on provision of product information and linkages among stakeholders, individual student diagnostic assessments, evaluation of equipment for individuals with disabilities, and recommendations to modify tools for the work environment of individuals with disabilities. The budget for FY 1998-99 is \$1,000,000. This will interface with Hubs I and II.

Monitoring and Quality Assurance Review — Supports the development of a quality assurance review model for special education, including elements of required monitoring of special education programs and services. The budget for FY 1998-99 is \$260,000. This will interface with Hubs I and IV.

Special Needs Program at Michigan School for the Blind — Provides diagnostic evaluations of students with visual impairments for school districts as well as serves as a clearinghouse for information on programming, teaching techniques, and adaptive equipment. The budget for FY 1998-99 is \$400,000. This will interface with Hubs II and IV.

Technical Assistance for Collaborative Transition Services — Provides statewide technical assistance, through an interagency team, to improve the coordination of education, employment training, and adult life skills. The technical assistance team includes a special educator, a rehabilitation counselor, a transition specialist, and a parent trainer. The budget for 1998-99 is \$500,000. This will interface with Hubs II and IV.

Grants to Intermediate and Local Education Agencies to Facilitate and Support Improved Student Performance:

Capacity Building Grants — Provides for direct services and systematic improvement to improve results for students with disabilities. The budget for FY 1998-99 is \$5,239,713. This will interface with Hubs II and IV.

Technology, Materials, and Training for Instruction Grant — Funds are distributed in proportion to special education student count to 22 intermediate school districts who serve as Regional Centers for the purpose of purchasing technology, providing professional development to strengthen instructional skills, and obtaining materials to supplement special education curriculum and resources. This grant is a direct service to special education professionals and students with disabilities. The budget for FY 1998-99 is \$450,000. This will interface with Hubs II and III.

Transition Services Grants — Provides resources to ISDs to meet the challenge of providing transition services to students with disabilities beginning at age 14. The grants support the development of productive partnerships with agencies and employers and the implementation of

transition services. The budget for FY 1998-99 is \$2,010,000. This will interface with Hubs II and IV.

Part C

The State Interagency Coordinating Council (SICC) is a partner in Michigan's SIP/SIG. Statewide systems and projects which support early intervention services (Part C of IDEA, *Early On*® Michigan) also align with the SIP and each of the following resources will support the SIG:

***Early On*® Personnel Development System** — Provides information development, awareness and dissemination, and sustained learning for parents and early intervention practitioners. This system utilizes a parent-professional model of teaching and learning. It is supported through a grant from the State Board of Education to the Michigan Public Health Institute; FY 98-99 funding level is \$1,175,000. This will be a resource for Hub III.

***Early On*® System Review** — Provides compliance monitoring and facilitates strategic improvement planning at the service delivery level. Parents, professionals, and administrators share responsibility for the analysis of data and identification of priorities which support improve delivery of early intervention services. This system is administered through the Department in collaboration with the partner agencies (Department of Community Health and the Family Independence Agency) and utilizes parent-professional teams within the *Early On*® Personnel Development System as facilitators for the review and planning process. This will be a resource to Hub IV.

***Early On*® Parent Leadership Program** — Provides sustained learning for parents of children with disabilities. This program also supports continuing skill development for parents who are serving on Local Interagency Coordinating Councils and other advisory or policy-making bodies. It is supported through a grant from the State Board of Education to The Arc Michigan; FY 98-99 funding level is \$310,000. This will be a resource to Hub III.

***Early On*® Family Information Exchange** — Provides electronic access (e-mail, voice-mail and bulletin board) and hardcopy communication networks for families of young children with disabilities. Such networks support linkages to other information sites. The Exchange also

offers technical assistance and consultation to parents on relevant topics. The funding for the Exchange also supports family Coordinators who are members of the State Interagency *Early On*® Team (includes staff from the state partner agencies). It is supported through a grant from the State Board of Education to The Arc Michigan; FY 98-99 funding level is \$250,000. This will be a resource to Hub I.

Early On*® *Evaluation — Provides on-going external evaluation of *Early On*® Michigan. Findings are utilized in a quality improvement and strategic planning process to better support families and young children with disabilities. This project also provides assistance in the evaluation of other *Early On*® projects and programs. It is supported through a grant from the State Board of Education to Wayne State University; FY 98-99 funding level is \$175,000. This will be a resource to Hubs I and IV.

Early On*® *Data & Information — Provides ongoing support and technical assistance for the gathering of federally required and state initiated data and information necessary for the Department and the State Interagency Coordinating Council to evaluate the progress and improvement of service delivery to young children with disabilities and their families. This project works closely with the evaluation project and the systems review process. It is supported through a grant awarded by the State Board of Education to Interagency Information Systems; FY 98-99 funding level is \$175,000. This will be a resource to Hubs I and IV.

Early On*® *Public Awareness, Information and Referral — Provides: single point of access to the early intervention services system; information about services, providers, and special projects; and manages all public awareness activities. Technical assistance is provided to local and regional service delivery systems on related activities. Coordination of service directories and electronic access to service information is provided. It is supported through a grant from the State Board of Education to the Michigan Child Care Coordinating Council (Michigan 4-Cs); FY 98-99 funding level is \$240,000.

Early On® State Collaboration — Provides support for state partner agencies (Department of Community Health and the Family Independence Agency) to assure participation in the systems review process and the State Interagency *Early On®* Team. Policy barriers and solutions are initiated through this team. The collaboration is supported through funds shared with the partner agencies. FY 98-99 funding level is \$336,000.

Michigan Department of Education Resources

Career and Technical Education — Supported through state and federal funds, including the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Michigan's goals for career and technical education, as adopted by the State Board of Education, were designed to meet the needs of providing access and services to all persons, while targeting special populations, and to provide for the improvement of the quality of career and technical education programs. These goals were developed into specific activities in the Michigan State Plan for Vocational Education.

The relationship between the Statewide Strategic Plan for Career and Technical Education, the Carl D. Perkins federal legislation, and the identification of outcome measures for all K-12 education has provided the basis for goals, objectives, and activities in Michigan.

The 1997-98 Annual Performance Report identifies a full-service model of education which supports the provision of aids and services necessary to assure access and progress for students with disabilities. Funding provides supports to both secondary and post-secondary agencies. Current needs, among others and as identified in the Report, include the need for ongoing staff development and the need for continued support to provide opportunities for all students.

Michigan has 53 regional Career Education Planning Districts. Career guidance and counseling services are accessible in high school, area career centers, career academies, and in middle, junior, and upper elementary schools. Connections with School-to-Work, Gender Equity, and tech Prep programs have been established by career guidance and counseling staff.

The Michigan Occupations Information System (MOIS) is a career information delivery system that is jointly sponsored by the Michigan Jobs Commission and the Michigan Department of Education. MOIS is a basic source of information for career awareness/exploration activities in schools and career development activities; juvenile detention centers are now also connected to MOIS. In 1996-97, over 1,500 user sites were active.

Michigan Curriculum Framework — Provides Academic Core Curriculum Content Standards and accompanying Benchmarks for Model Content Standards for Michigan. The Framework also includes a planning guide and sections that provide guidelines for assessment and professional development. For consistency across subject areas, the Framework is organized around a common 3-tier system. Tier 1 is the Framework: standards and benchmarks for all subjects and supporting materials. Tier 2 includes tool kits addressing cross-cutting themes, including the Equity Tool Kit. Tier 3 is a set of resources such as guidelines, planning and teaching, assessment, and professional development. Implementation of the Framework is supported by Goals 2000 funds.

Goals 2000 — Title III, Goals 2000, Educate America Act of 1994, supports the implementation of the Michigan Curriculum Framework. FY 98-99 funding (\$16.7 million) is provided directly to local education agencies and public school academies (charter schools) for systemic improvement, including the implementation of the Framework. This year, a focus on upgrading teachers' knowledge of content areas and target populations, including students with disabilities, has been emphasized. At this time, several intermediate and local education agencies are developing extensions of the Framework to address standards and benchmarks for students with severe cognitive disabilities. Goals 2000 also supports focused efforts on improvement of reading success in early elementary grades and strategic school improvement planning.

Michigan Consolidated Application — in March, 1995, the U.S. Department of Education Secretary Richard W. Riley mailed documents to all superintendents describing some of the major legislative provisions that support greater flexibility in education reform efforts. Section 14305 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the

Improving America's Schools Act of 1994, allows districts to seek funds from its State educational agency under a number of federal programs on the basis of a consolidated local plan or application.

In Michigan, districts are offered an opportunity to submit a consolidated application. The purpose of the consolidated application is to reduce fragmentation, duplication, and improve coordination of services across educational programs to improve teaching and learning. In addition, the consolidated application increases collaboration between the funding and program source to support the alignment of the program goals to the district's school improvement plan

Currently, Title I, Part A, Title I, Part C (Education of Migratory Children), Title I Part D (Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or at Risk of Dropping Out), Title II, Part B (Dwight D. Eisenhower Professional Development Program), Title VI (Innovative Education Program Strategies), Section 41 (Bilingual Education - State Aid Act), and Section 57.3 (Gifted and Talented, State Aid Act) are included in the Michigan Consolidated Application form.

Districts are encouraged to include the following programs in their consolidated planning to build further collaborative school improvement plans but funding will be based on separate applications: 1) Title II, Carl D. Perkins Vocational and Applied Technology Act; 2) Title III of P.L. 102-103, Adult Education Programs; Title IV, Safe and Drug Free Schools and Communities; and 4) P.L. 103 - 239, School-to-Work Opportunities Act of 1994.

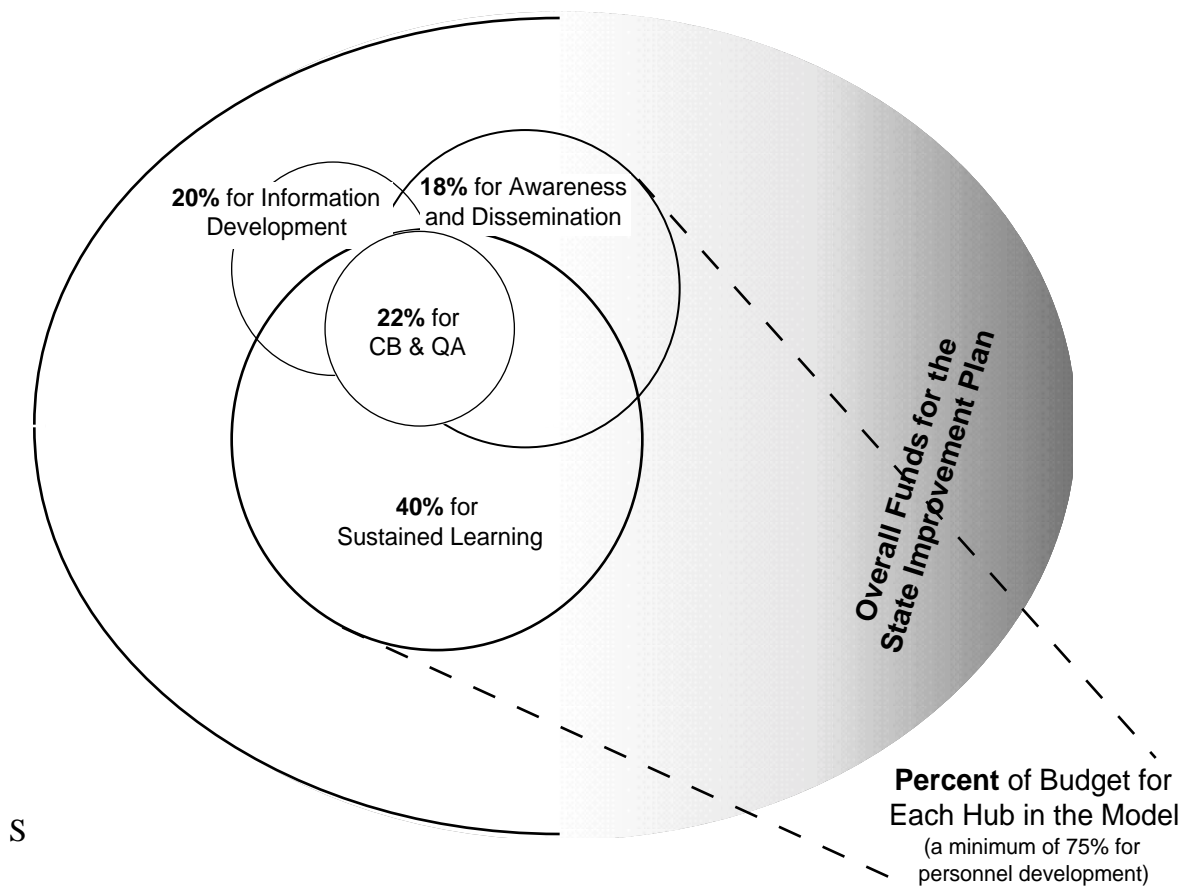
Michigan Professional Development Standards — In 1995, the State Board of Education adopted Professional Development Definition and Standards. The Standards acknowledge, through their structure, that professional development must have content, context, and process. Principles reflected in these standards include “high standards; all students; capacity of all members; learning community; and life-long learning.” The standards are intended to be guidelines for local and intermediates districts, academies, universities, and others who plan and conduct professional development activities. The standards can be used as a framework for evaluating the quality and effectiveness of on-going and future programming. Eisenhower and

other state funding sources are tied to these standards.

Budget

The allocation of resources in this project will insure that over 75% of the funds are applied directly to personnel development. Approximate allocations by Hub are presented in Figure 3.

Figure 3. Relative allocations of funds to the Four Hubs



Specific, five-year budget breakdowns for the Hubs are on the following pages.

MICHIGAN'S SIG BUDGET					
Year 1					
Hub:	#1 Washtenaw	#2 Eaton	#3 Marquette-Alger	#4 Livingston	Totals
Allocated Grant Amount	<u>\$400,000</u>	<u>\$363,000</u>	<u>\$797,000</u>	<u>\$440,000</u>	<u>\$2,000,000</u>
Budgets:					
Director(1.0)	\$59,000			\$59,000	\$118,000
Director(Contracted @.15)		\$8,900			8,900
Director(.75)			\$44,300		44,300
Project Coordinator(1.0)			50,000	50,000	100,000
Project Coordinator(1.0)			50,000		50,000
Managing Editor(.2)		9,200			9,200
Editor(.2)		8,600			8,600
Project Assistant(1.0)		18,500			18,500
Project Assistant(.8)		14,800			14,800
Project Assistant(.2)		3,700			3,700
Graphic Specialist(.8)		16,000			16,000
Office Assistant(.5)		7,500			7,500
Research Coordinator(1.0)	45,000			45,000	90,000
Secretary(1.0)	30,000		30,000	30,000	90,000
FICA	10,700	6,300	13,900	14,700	45,600
Retirement/Insurances(@25%)	33,500	19,600	43,600	46,000	142,700
Contracted Services	107,400	107,100	305,300	84,000	603,800
Capital Outlay-Equipment	9,900	18,300	14,900	13,000	56,100
Travel/Conferences	25,000	3,000	73,000	20,000	121,000
Materials/Supplies	10,800	6,000	64,500	8,800	90,100
Rent/Utilities	20,000	7,000	20,000	19,700	66,700
Printing/Postage	10,000	69,400	10,000	7,500	96,900
Telecommunications		4,000			4,000
Audit		1,000			1,000
Indirect Costs(@11%)	38,700	34,100	77,500	42,300	192,600
	260,000				
Budget Totals	<u>\$400,000</u>	<u>\$363,000</u>	<u>\$797,000</u>	<u>\$440,000</u>	<u>\$2,000,000</u>

MICHIGAN'S BUDGET					
Year 2					
Hub:	#1 Washtenaw	#2 Eaton	#3 Marquette-Alger	#4 Livingston	Totals
Allocated Grant Amount	\$400,000	\$363,000	\$764,900	\$472,100	\$2,000,000
Administrative Supplement	6,000	5,400	100	31,700	43,200
Totals	\$406,000	\$368,400	\$765,000	\$503,800	\$2,043,200
Budgets:					
Director(1.0)	\$60,800			\$60,800	\$121,600
Director(Contracted @.15)		\$9,200			9,200
Director(.75)			\$45,600		45,600
Project Coordinator(1.0)			51,500	51,500	103,000
Project Coordinator(1.0)			51,500		51,500
Managing Editor(.4)		19,000			19,000
Editor(.4)		17,700			17,700
Project Assistant(1.0)		19,100			19,100
Project Assistant(.8)		15,300			15,300
Project Assistant(.4)		7,600			7,600
Graphic Specialist(.8)		16,500			16,500
Office Assistant(.6)		9,300			9,300
Research Coordinator(1.0)	46,400			46,400	92,800
Secretary(1.0)	30,900		30,900	30,900	92,700
FICA	11,000	8,400	14,400	15,200	49,000
Retirement/Insurances(@25%)	34,500	26,100	44,900	47,400	152,900
Contracted Services	115,000	92,000	281,500	144,300	632,800
Capital Outlay-Equipment	1,500	1,500	1,500	1,500	6,000
Travel/Conferences	25,000	3,000	73,000	20,000	121,000
Materials/Supplies	10,800	6,000	64,500	8,800	90,100
Rent/Utilities	20,000	7,000	20,000	19,700	66,700
Printing/Postage	10,000	69,400	10,000	7,500	96,900
Telecommunications		4,000			4,000
Audit		1,000			1,000
Indirect Costs(@11%)	40,100	36,300	75,700	49,800	201,900
Budget Totals	\$406,000	\$368,400	\$765,000	\$503,800	\$2,043,200

MICHIGAN'S SIG BUDGET					
Year 3					
Hub:	#1 Washtenaw	#2 Eaton	#3 Marquette-Alger	#4 Livingston	Totals
Allocated Grant Amount	\$400,000	\$363,000	\$764,900	\$472,100	\$2,000,000
Administrative Supplement	12,300	11,100	5,700	39,900	69,000
Totals	\$412,300	\$374,100	\$770,600	\$512,000	\$2,069,000
Budgets:					
Director(1.0)	\$62,600			\$62,600	\$125,200
Director(Contracted @.2)		\$12,700			12,700
Director(.75)			\$47,000		47,000
Project Coordinator(1.0)			53,000	53,000	106,000
Project Coordinator(1.0)			53,000		53,000
Managing Editor(.6)		29,400			29,400
Editor(.6)		27,400			27,400
Project Assistant(1.0)		19,700			19,700
Project Assistant(.8)		15,800			15,800
Project Assistant(.6)		11,800			11,800
Graphic Specialist(.8)		17,000			17,000
Office Assistant(.8)		12,700			12,700
Research Coordinator(1.0)	47,800			47,800	95,600
Secretary(1.0)	31,800		31,800	31,800	95,400
FICA	11,400	10,700	14,800	15,600	52,500
Retirement/Insurances(@25%)	35,600	33,500	46,200	48,800	164,100
Contracted Services	115,100	54,700	279,600	144,300	593,700
Capital Outlay-Equipment	1,500	1,500	1,500	1,500	6,000
Travel/Conferences	25,000	3,000	73,000	20,000	121,000
Materials/Supplies	10,800	6,000	64,500	8,800	90,100
Rent/Utilities	20,000	7,000	20,000	19,700	66,700
Printing/Postage	10,000	69,400	10,000	7,500	96,900
Telecommunications		4,000			4,000
Audit		1,000			1,000
Indirect Costs(@11%)	40,700	36,800	76,200	50,600	204,300
Budget Totals	\$412,300	\$374,100	\$770,600	\$512,000	\$2,069,000

MICHIGAN'S SIG BUDGET					
Year 4					
Hub:	#1 Washtenaw	#2 Eaton	#3 Marquette-Alger	#4 Livingston	Totals
Allocated Grant Amount	\$400,000	\$363,000	\$764,900	\$472,100	\$2,000,000
Administrative Supplement	18,500	17,000	11,700	48,700	95,900
Totals	<u>\$418,500</u>	<u>\$380,000</u>	<u>\$776,600</u>	<u>\$520,800</u>	<u>\$2,095,900</u>
Budgets:					
Director(1.0)	\$64,500			\$64,500	\$129,000
Director(Contracted @.2)		\$13,100			13,100
Director(.75)			\$48,400		48,400
Project Coordinator(1.0)			54,600	54,600	109,200
Project Coordinator(1.0)			54,600		54,600
Managing Editor(.8)		40,300			40,300
Editor(.8)		37,600			37,600
Project Assistant(1.0)		20,300			20,300
Project Assistant(.8)		16,200			16,200
Project Assistant(.8)		16,200			16,200
Graphic Specialist(.8)		17,500			17,500
Office Assistant(.9)		14,700			14,700
Research Coordinator(1.0)	49,200			49,200	98,400
Secretary(1.0)	32,800		32,800	32,800	98,400
FICA	11,700	13,000	15,200	16,100	56,000
Retirement/Insurances(@25%)	36,600	40,700	47,600	50,300	175,200
Contracted Services	115,100	21,100	277,600	144,300	558,100
Capital Outlay-Equipment	1,500	1,500	1,500	1,500	6,000
Travel/Conferences	25,000	3,000	73,000	20,000	121,000
Materials/Supplies	10,800	6,000	64,500	8,800	90,100
Rent/Utilities	20,000	7,000	20,000	19,700	66,700
Printing/Postage	10,000	69,400	10,000	7,500	96,900
Telecommunications		4,000			4,000
Audit		1,000			1,000
Indirect Costs(@11%)	41,300	37,400	76,800	51,500	207,000
Budget Totals	<u>\$418,500</u>	<u>\$380,000</u>	<u>\$776,600</u>	<u>\$520,800</u>	<u>\$2,095,900</u>

MICHIGAN'S SIG BUDGET					
Year 5					
Hub:	#1 Washtenaw	#2 Eaton	#3 Marquette-Alger	#4 Livingston	Totals
Allocated Grant Amount	\$400,000	\$363,000	\$764,900	\$472,100	\$2,000,000
Administrative Supplement	25,000	111,900	17,700	57,600	212,200
Totals	\$425,000	\$474,900	\$782,600	\$529,700	\$2,212,200
Budgets:					
Director(1.0)	\$66,400			\$66,400	\$132,800
Director(Contracted @.25)		\$16,900			16,900
Director(.75)			\$49,900		49,900
Project Coordinator(1.0)			56,200	56,200	112,400
Project Coordinator(1.0)			56,200		56,200
Managing Editor(1.0)		51,900			51,900
Editor(1.0)		48,400			48,400
Project Assistant(1.0)		20,900			20,900
Project Assistant(1.0)		20,900			20,900
Project Assistant(1.0)		20,900			20,900
Graphic Specialist(1.0)		22,500			22,500
Office Assistant(1.0)		16,800			16,800
Research Coordinator(1.0)	50,700			50,700	101,400
Secretary(1.0)	33,800		33,800	33,800	101,400
FICA	12,100	16,200	15,700	16,600	60,600
Retirement/Insurances(@25%)	37,700	50,600	49,000	51,800	189,100
Contracted Services	115,000	50,200	275,400	144,400	585,000
Capital Outlay-Equipment	1,500	1,500	1,500	1,500	6,000
Travel/Conferences	25,000	3,000	73,000	20,000	121,000
Materials/Supplies	10,800	6,000	64,500	8,800	90,100
Rent/Utilities	20,000	7,000	20,000	19,700	66,700
Printing/Postage	10,000	69,400	10,000	7,500	96,900
Telecommunications		4,000			4,000
Audit		1,000			1,000
Indirect Costs(@11%)	42,000	46,800	77,400	52,300	218,500
Budget Totals	\$425,000	\$474,900	\$782,600	\$529,700	\$2,212,200

Management Plan

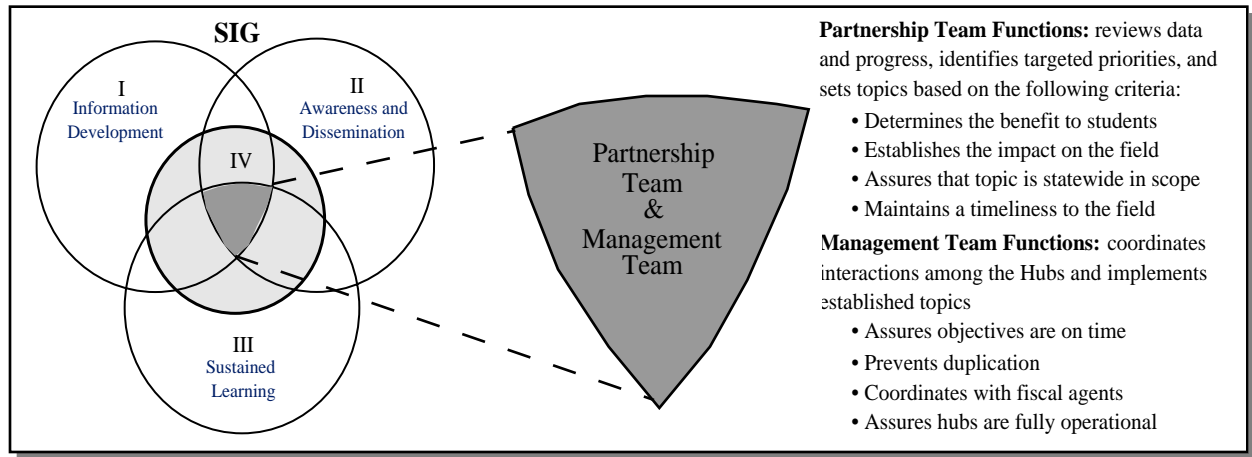
Team Functions

Guided by the SIP, the SIG will be implemented by a Management Team working with the Partnership Team. The Management Team will coordinate the ongoing interactions among the Hubs and assist in determining priorities for action, linkages which must be enhanced, and time lines for moving topic area materials from Hub to Hub (i.e., coordinate the flow of personnel development support activities among the Hubs). The Management Team will consist of the directors of each of the four Hubs, the Director of the OSE/EIS, the Project Evaluator (ex officio), the OSE/EIS Project Manager (ex officio), and an ex officio representative of the project fiscal agents (resulting in a group of approximately eight people who will oversee the day-to-day operation of the SIG). The director of Hub IV will also serve as the Executive Secretary of the Management Team and will facilitate their meetings. The activities of each Hub will be overseen by its respective director, who will manage the work flow, ensure that primary responsibilities are assigned for each activity, and document the status of each activity for review with the Management Team on a monthly basis.

It will be the SIG Partnership Team's responsibility to ensure that the SIP priorities are addressed, and to communicate priorities and collaborative recommendations to the Hubs through the Management Team. The Partnership Team in the project design operationalizes the essence of the partnerships stated in IDEA and assures a diversity of perspectives. Stakeholder participation is a key element in the improvement of public education and in a systemic improvement model. The Partnership Team mirrors the role of school improvement teams at the building and district level. This decision-making team will provide leadership in the determination of targeted priorities for activities undertaken across the Hubs. The Partnership Team will include representation of the various stakeholders, including administrators, practitioners, and parents. In addition, since the

focus of the model is personnel development, it is imperative to include IHE representation. The Director of the OSE/EIS will serve on both the Partnership Team and the Management Team.

Figure 4: Partnership and Management Teams



Joint Meetings

A joint meeting of the Partnership Team and the Management Team will be held as soon as funding is awarded. This meeting will provide clarification of purposes and procedures and clarify tasks and responsibilities during the first year. In the following month, the Management Team will meet weekly to coordinate the activities of the Hubs and to develop a schedule for addressing the priorities. After one month, a second joint meeting will be held to confirm the priorities, review progress and any issues which may have been raised, and make any revisions necessary in the scope of the Hubs' responsibilities for the year. Thereafter, the Management Team will meet monthly to ensure communication and coordination of effort.

The Partnership Team will meet quarterly with the Management Team to review data on student performance, evaluate findings, and consider other pertinent information. Such information will include the priorities of the State Board of Education relative to student performance and personnel development, the adopted Goals for Special Education, and pertinent state and federal policies. As the strategic planning and improvement process develops, evaluation findings from the Hubs and from external evaluation will be incorporated. The Partnership Team will review progress on the targeted priorities and identify additional issues to be considered.

Implementation of Targeted Priorities

Implementation of targeted priorities will be based on State Board of Education approval and the availability of funds to support the necessary activities. The Partnership Team will review data and evaluations, consider the progress of the SIG, and recommend targeted priorities. The Management Team will be charged with implementation and management of all tasks and responsibilities.

Startup activities will involve developing and implementing a number of procedures. For example, establishing consensus on the criteria to be used for validating instructional practices, establishing a distribution network and determining printing runs, and creating the necessary electronic linkages among the Hubs, will all require that some time be devoted to procedural matters. As the necessary procedures are established and implemented, the primary activities of each Hub will shift as quickly as possible to implementing the priorities. Approximately one-quarter of the OSE/EIS-sponsored personnel development activities will be integrated into the SIG each year. Over a five-year period, all projects supported by the OSE/EIS will become integrated with the SIG.

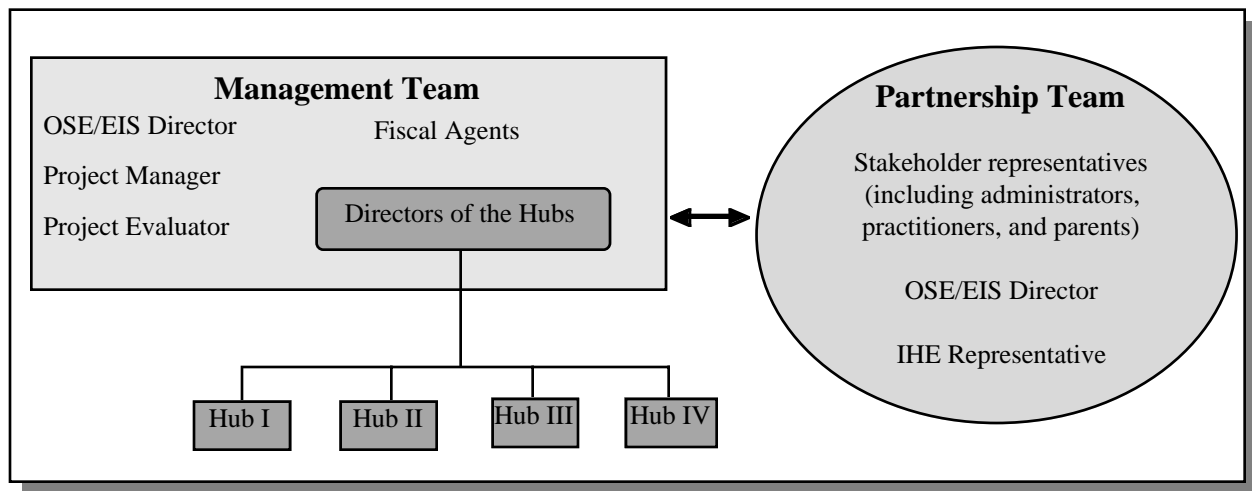
Hub staff are delineated in the Personnel section of this proposal. They will be assigned responsibilities for specific activities by their respective Hub directors based on their expertise and sound management principles. Members of the Partnership and Management Teams are delineated in the Project Design section of this proposal.

General Management Plan

Figure 5 delineates the Management of the SIG and the following tables provide an overview of the general management plan for the SIG. Outputs (products and services) and action responsibilities are presented telegraphically in this section, in the interest of efficiency. Each of these items is based on the outputs listed in the Project Services section above (page 40). Because the actual date of initiation of the project is uncertain, target dates are presented in terms of the number of months after funding is approved. Entries in the Documentation column represent the objective references which will be used in the internal evaluation of the SIG to determine whether

the activities of the project are being carried out in a timely manner. The documentation of these outputs is a prerequisite to the broader evaluation of the effectiveness of the model: the outcomes (such as applying teaching techniques learned through the capacity building effort, or, ultimately, improved educational results for students with disabilities). The Evaluation Plan section (below, beginning on page 111) describes this point in more detail.

Figure 5. Management of the SIG



The tables on the following pages include a number of activities related to initiating the SIG model, as well as ongoing activities that will continue for the life of the project (and beyond). Because of this, some of the activities listed will be accomplished during the first year of operation, and then be removed from the management plan. Other activities are of a recurring nature and will be repeated as new priorities are identified and new topical areas are developed within the model. The “Schedule” column indicates whether the activity is a discrete event or whether it is a recurring process or service to be performed.

Hub I: Center for Information Development

Obj	Outputs	Action Responsibilities	Schedule	Documentation
1.1	Matrix for survey of practices Criteria for validation Catalog of national validated practices Survey results (in state) Executive summaries	Compile survey based on literature Define criteria & develop survey Gather existing information & initiate ongoing collection Survey schools & summarize results Prepare materials for dissemination	Months 1 & 2 of year 1 Months 1 & 2 of year 1 Months 2 - 4 of year 1 Continuous thereafter Months 2 - 4 of year 1 Annual updates	Matrix prototype Printed survey Log of data collection activities Summary of survey Written summary of findings
1.2	List areas needing research List validated practice sites Summarize state assessment participation Compile recommendations from districts	Compile list & prepare questions Solicit action research participants Prepare index of sites & contacts Identify accommodation data to gather Work with MEAP office to pilot Summarize data & prepare report Collect data from sites identified Summarize data & prepare recommendations for others	Month 3 of each year Month 6 of year 1, annual updates Month 5 of year 1 Months 7-9 of year 1 Annually Months 5 - 9 of year 1 Month 10 & annually	Log of annual action research activities Published list of sites Written recommendations on accommodations Copy of recommendations & distribution history
1.3	Consult with districts Identify skills for research & evaluation in local sites Prepare action research guide	Assist with evaluation designs Assist in making validated conclusions Identify knowledges & skills needed to support local evaluations Prepare evaluation resource guide Identify knowledges & skills needed to support action research Prepare guide	Ongoing Ongoing Month 10 Month 12 Month 5 Month 6	Log of district consultations Published resource guide Published action research guide
1.4	Matrix of performance indices Feedback on Hubs' outputs Summary of MEAP participation Sustained learning summaries	Identify student-related indicators for the activities carried out by the Hubs Prepare annual survey & send to random sample Summarize returns & report Gather data on number of participants & types of accommodations made Prepare analysis & report Gather data for each sustained learning event Summarize & prepare report	Month 3 & Ongoing Month 10 & annually Month 11 & annually Annually Continuously Quarterly	Recommended list of performance indicators Annual evaluation survey summary Annual summary of MEAP participation & accommodations made Quarterly summary of sustained learning outputs

Hub II: Center for Awareness and Dissemination

Obj	Outputs	Action Responsibilities	Schedule	Documentation
2.1	List of information needed	Compile needs from survey by region Prioritize by topic & area Prepare materials production schedule	Month 2 of year 1 Annually Annually	Survey results Production schedule
	List of resources available to respond to needs	Search literature for materials needed Enter information into database Annotate findings & compile	Month 3 of year 1 Continuously Annually	Descriptive summary of database contents
	List human resources related to identified needs	Compile an annotated listing Maintain in a database continuously	Month 3 of year 1 Annually	Descriptive summary of database contents
	Reports of needs & resources	Prepare master list	Annually	Compiled list
2.2	Standards for products	Draft standards for materials Publicize standards as approved Solicit materials for inclusion Develop & maintain database	Month 2 of year 1 Month 3 of year 1 Month 4 of year 1 Quarterly	Published standards for materials Descriptive summary of database contents
	Standards for trainers	Draft standards for trainers Publicize standards as approved Solicit trainers for inclusion Develop & maintain database	Month 2 of year 1 Month 3 of year 1 Month 4 of year 1 Quarterly	Published standards for trainers Descriptive summary of database contents
	Quality standards for products & services of the SIG	Draft standards Develop evaluation form	Month 5 of year 1 Month 6 of year 1	Evaluation form in use
	A method of paper publication & distribution	Identify target audiences & distribution methods Develop distribution lists Prepare schedule of publications	Month 1 Month 2 Month 3	Summary of distribution lists available & schedule of publications
	A method of electronic publication & distribution	Define content to go on web site Design web site on MATCH	Month 2 Month 4	URL is active & accessible

2.3	<p>An electronic link among the four Hubs</p> <p>A searchable database of SIG information & products</p> <p>Paper publication of SIG products & services</p> <p>Web site publication of SIG products & services</p>	<p>Create Hub listserv on MDE server Ensure that all Hubs are on line Ensure that all Hubs are able to transmit & receive files</p> <p>Prepare standard form for describing Collect information to be publicized Prepare database for web page Update online database continuously</p> <p>Establish review procedure Prepare layout & print Disseminate to targeted recipients</p> <p>Set criteria for materials on web site Prepare web pages of printed material Place pages on web site</p>	<p>Month 1 Month 2 Month 3</p> <p>Month 3 Month 4 Month 5 Ongoing.</p> <p>Month 2 Month 3 & ongoing Month 4 & ongoing</p> <p>Month 3 Month 4 Ongoing</p>	<p>All Hubs send & receive messages & files</p> <p>Descriptive summary of database & its usage</p> <p>Current list of publications</p> <p>All printed materials also available via URL</p>
2.4	<p>A method for receiving information in a timely manner</p> <p>A database of information on personnel development</p> <p>A newspaper on personnel development in Michigan</p> <p>A web site on personnel development in Michigan</p>	<p>Prepare announcement form Distribute to all Prepare format for updates Distribute to all partners Send reminders to all partners</p> <p>Create online database for incoming announcements Review all submissions received Place in online searchable database</p> <p>Prepare newspaper format & layout Prepare articles & updates Create calendar of events Print & disseminate</p> <p>Prepare HTML pages to mirror all printed material produced by SIG Place on web site</p>	<p>Month 1 Month 2 Month 3 Month 4 Month 5 & quarterly</p> <p>Month 2</p> <p>Month 3 Ongoing</p> <p>Month 3 Month 4 Month 5 Month 6 & monthly</p> <p>Month 6 & monthly Ongoing</p>	<p>Published format & log of reminders sent & recipients</p> <p>Descriptive summary of database contents</p> <p>Log of issues published & a copy of each</p> <p>Log of all URL updates</p>

2.5	List of workshop priorities	Summarize survey results Review with Partnership Team Announce priorities	Month 2 Annually Annually	Annual list of workshop priorities approved by Partnership Team
	Database of workshops	Enter workshop topics & audiences	Ongoing	Desc. summ. of database
	Database of participants	Enter workshop audiences by topics	Ongoing	Desc. summ. of database
	Prototype workshop package	Prepare content criteria & outline Prepare topic area materials	Month 1 Ongoing	Written outline of generic workshop packages
	An electronic booking procedure for workshops	Establish database of workshops for online booking	Month 3	Descriptive summary of database & its usage

Hub III: Center for Sustained Learning

Obj	Outputs	Action Responsibilities	Schedule	Documentation
3.1	Annual personnel development collaboration plan	Invite partners to retreat & define objectives Conduct retreat & prepare report	Month 1 Month 4 & annually	Printed report on retreat proceedings
	Guidelines for sustained learning	Define program considerations, adult learning principles, & structure of sustained learning programs Define follow-up & methods for evaluating sustained learning programs	Month 1 Month 2	Written outline of generic sustained learning program format
	Online linkages for sustained learning processes	Establish newsgroup Moderate newsgroup	Month 3 Continuously	Log of newsgroup activity
3.2	Criteria for sustained learning opportunities	Strategies to be employed Criteria for validation of content Qualifications of trainers Develop effectiveness indicators	Month 2 Month 2 Month 2 Month 3	Written description of generic sustained learning program content & delivery
	Guidelines for participation in sustained learning programs	Prepare format for listing prerequisites Format for purpose, goals, & content Requirements for follow-through	Month 2 Month 2 Month 2	Written guidelines for districts considering participation
	Report of obstacles in implementing sustained learning	Compile descriptions of barriers encountered	Monthly	Log of barriers reported

3.3	<p>Annual schedule of sustained learning opportunities available</p> <p>Focus group summaries</p> <p>List of human & material resources</p> <p>CEUs</p> <p>Sustained Learning Programs (Includes preparing content & processes, & announcing program offerings)</p>	<p>Prepare schedule for year 1 Prepare schedule for subsequent years</p> <p>Identify focus group participants Conduct focus group Prepare outline of program to be developed</p> <p>For each sustained learning program, compile resource list</p> <p>Coordinate sustained learning programs with MDE for CEUs</p> <p>Identify priority areas Conduct program Follow-up with participants Prepare report of effectiveness</p>	<p>Month 2 Month 11 of previous year</p> <p>Month 1 Month 2 Month 3 & ongoing (repeats with new topics)</p> <p>Ongoing, as topics are defined</p> <p>Ongoing, as topics are defined</p> <p>Annually, w/ Partners.Team Ongoing Ongoing Ongoing</p>	<p>Published schedule of sust. learning programs</p> <p>Written outlines of each program to be developed</p> <p>Resources page of each program</p> <p>Summary of CEUs awarded, by region</p> <p>Quarterly summary of program evaluations</p>
3.4	<p>Action Research Guide & Summaries</p> <p>Evaluation of sustained learning programs</p> <p>Evaluation of sustained learning effectiveness</p> <p>Evaluation of sustained learning effects</p> <p>Technical assistance to districts</p>	<p>Prepare guide Assist personnel conducting research Collect reports of action research Prepare summaries</p> <p>Collect evaluations of sessions & other components Prepare summary reports</p> <p>Collect reports of usage of strategies Prepare annual summary of effects</p> <p>Collect action research reports Prepare annual summary of effects</p> <p>Consult with participating districts on data collection & change data Prepare summaries of activities</p>	<p>Month 4 Ongoing Quarterly Annually</p> <p>Ongoing</p> <p>Quarterly</p> <p>End-of-year Annually</p> <p>End-of-year Annually</p> <p>Ongoing</p> <p>Quarterly</p>	<p>Quarterly summary of action research activities & findings</p> <p>Quarterly summaries of program evaluations</p> <p>Annual summary of participant follow-ups</p> <p>Annual summary of student progress</p> <p>Log of consulting contacts & results</p>

Hub IV: Center for Capacity Building and Quality Assurance

Obj	Outputs	Action Responsibilities	Schedule	Documentation
4.1	List of all agencies having impact on children and youth with disabilities	Compile list based on SEAC, SICC, & OSE/EIS referrals	Month 1	Compiled list of agencies
	Categorized list of all mandates & policies having impact on children and youth with disabilities	Contact each agency for text of mandates & policies Categorize practices by area of impact	Month 2 Month 3	Written matrix of policies & practices by area of impact
	List of policies & procedures, by area of impact	Prepare for printing & web pages	Month 4	Written copy of report
	Annual updates	Update report & web pages	Annually	Log of updates
4.2	List of redundancies among agencies	Identify potential redundancies	Month 4	List sent to agencies
	Policy inconsistencies & redundancies, with recommendations regarding system improvements	Conduct meeting of involved agencies to review overlap & conflicts	Month 5	Written proceedings of the meeting
		Prepare list of recommendations on redundancies & conflicts	Month 6	
	Methods for determining collaborative roles & responsibilities	Plan & conduct pilot agreement	Month 8	Report on collaboration pilot
		Evaluate results with participants	Month 11	
		Prepare summary	Month 12	
	Suggestions for maximizing collaborative operations	Develop recommendations for interagency collaboration	Month 12	List of recommendations
		Facilitate cross-agency collaboration	Ongoing	Log of activities
	Agency & organization collaborative activities	Prepare reports on progress in agency collaboration	Quarterly	Copies of reports on file

4.3	Collaborative professional roles that facilitate curriculum mastery	Draft guidelines for accommodations that are needed Prepare annotated list of collaborative roles that facilitate curriculum mastery	Month 11 Year 2	Written report summarizing validated collaborative roles
	Guidelines for making accommodations in testing	Draft guidelines for accommodations Revise & publish guidelines Include type of accommodations made on testing protocols	Month 4 Month 8 Year 2	MEAP protocols include type of accommodations
	A resource manual for IEP teams on alternative assessments	Draft guidelines & manual on alternative assessments Review guidelines with field & pilot Publish manual	Month 12 Year 2 Year 3	Published manual on alternative assessment
	Recommendations for parents to participate on the IEP team	Meet with parent groups to develop recommendations Prepare guide for parents Prepare guide for professionals	Month 6 Month 8 Month 10	Copies of guides on file
	A manual for IEP teams on positive behavioral support	Compile state & federal rules & guidelines on behavior intervention policies Prepare manual	Month 12 Year 2	Copy of manual on file
4.4	Consult with districts regarding the system improvement model	Ongoing consultations with district administrators Assist in adjusting school improvement efforts	Year 1 & ongoing Year 2 & ongoing	Log of consultations & results
	Consult with districts regarding standards for quality assurance	Ongoing consultations with district administrators	Year 2 & ongoing	Log of consultations & results
	Consult with administrators regarding methods for enhancing sustained learning	Ongoing consultations with district administrators List of methods for enhancing the effectiveness of sustained learning	Year 2 & ongoing Year 2	Log of consultations & results
	Consult with administrators regarding adoption of AUEN	Consult on adoption of the AUEN Increase student participation in the statewide testing program	Year 2 & ongoing	Log of consultations & results

4.5	<p>Teacher certification standard</p> <p>Action Research Guide for IHEs</p> <p>List of sites using validated practices</p>	<p>Draft standard to review with IHEs Propose standard to Board of Education</p> <p>Adapt Action Research Guide for use in IHEs</p> <p>Prepare list of all sites with validated practices Obtain agreements to work with IHEs Prepare list for IHEs.</p>	<p>Month 9 Year 2</p> <p>Year 2</p> <p>Month 5 & ongoing</p> <p>Month 9 & ongoing Annually</p>	<p>Standard proposed to Board of Education</p> <p>Copy of adapted guide</p> <p>List of sites & agreements distributed to IHEs</p>
4.6	<p>OSE/EIS-initiated projects are participants in SIG</p> <p>Funding requirements & collaborative funding options</p>	<p>Projects will be integrated into SIG at the rate of 25% per year</p> <p>Review funding requirements with partners Identify areas of collaborative funding</p>	<p>Annually</p> <p>Month 7</p> <p>Month 9 & ongoing</p>	<p>Year-end summary of SIG participants</p> <p>Written recommendations on areas of collaborative funding</p>
4.7	<p>Management Team formed</p> <p>Meeting minutes distributed</p> <p>Annual formative evaluation & biennial reports of effectiveness</p>	<p>Conduct Management Team meetings</p> <p>Establish a meeting schedule Prepare & distribute minutes</p> <p>External evaluator to summarize progress on all objectives Prepare biennial reports of model effectiveness</p>	<p>Weekly for one month, then monthly</p> <p>Monthly Monthly</p> <p>Month 12</p> <p>End of years 2, 4, & 5</p>	<p>Meeting minutes</p> <p>Meeting minutes</p> <p>Executive summary of evaluation reports</p>

Evaluation Plan

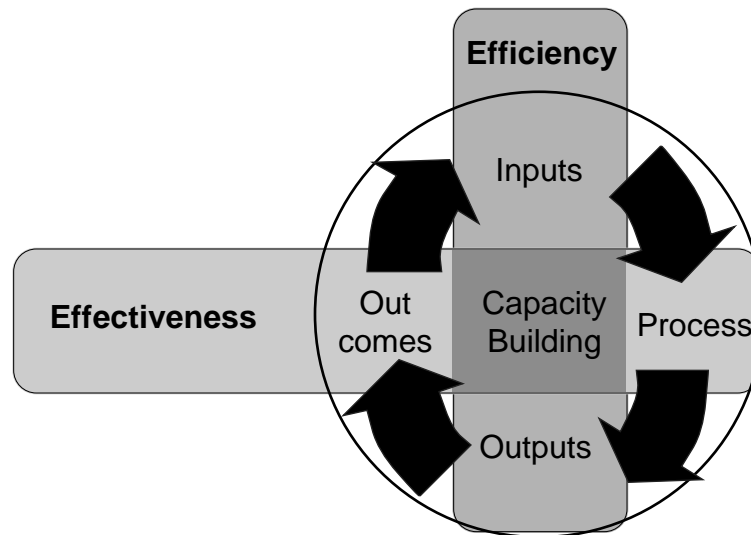
Evaluation Model

The Management Team will use an open systems model to evaluate the effectiveness of the SIG. The open systems model provides a useful means for clarifying the various components underlying capacity building efforts and understanding their effectiveness and efficiency. The study of effectiveness and efficiency are important prerequisites to understanding the relative value of the model in realizing its capacity building objectives.

As shown in Figure 6, the components of capacity building efforts include inputs, processes, outputs, and outcomes. Inputs are the resources needed to set processes in motion and keep them operating. In the context of the SIG, some examples of inputs include staff, policies, resource networks, facilities, and funds. Inputs must be in place before proposed processes can function properly. Therefore, it will be important to determine whether the necessary inputs are available to the project. Processes are those event sequences and arrangements of personnel, services, and other resources required for achieving the intended result(s). The SIG defines four major processes through which training is “more” effectively provided. The four Hubs (Information Development; Awareness & Dissemination; Sustained Learning; and Capacity Building and Quality Assurance) represent these processes.

When inputs are in place and processes are functioning as intended, then outputs and outcomes are produced. An example is the number of personnel who have been trained to use a particular strategy presented in capacity building efforts. Another output might be the percent of school districts participating in project activities. Outcomes refer to the intended results of creating certain outputs. One relevant outcome might be that trained teachers apply one or more teaching techniques learned through the capacity building effort to improve student performance. The intended impact of this model is to improve educational results for students with disabilities.

Figure 6: Open systems model of evaluation.



In an open systems model, Effectiveness is defined as the relationship between the outcomes (results) achieved and the processes used to effect those outcomes (see Figure 6). One can ask the question, “Do the unique capacity building strategies used by schools in fact produce the desired outcomes?” The OSE/EIS assumes that several strategies for capacity building can, in fact, be delineated.

The Efficiency of capacity building efforts is measured through a comparison of capacity building inputs and outputs. Given that outcomes are satisfactory, or remain constant, the relative efficiency can be assessed between different approaches to building teacher capacity to improve educational results for students with disabilities. In this model, efficiency is irrelevant if positive results (i.e., outcomes) are not realized. The open systems model is particularly relevant to this assessment given that the OSE/EIS desires to understand the relative contributions of different capacity building strategies to produce better results for students with disabilities.

Defining Outcomes

The SIG capacity building activities are expected to produce two types of results. One type concerns the impact on personnel behavior. This type of result addresses the direct outcomes of capacity building efforts; i.e., whether personnel apply instructional strategies, materials, or other suggestions in their instructional practices. The second type of result concerns the ultimate impact

on students. Are students better off because of the newfound application by personnel, schools, or districts? The OSE/EIS is interested in both types of results of capacity building efforts, and to the extent possible, both will be considered in the evaluation. However, it is expected that assessment of impact on students will, in most cases, be a long-term evaluation goal and that measures, such as the MEAP and Alternate Assessment tools, will be used.

A Measure of Practitioner Outcomes

The Concerns-Based Adoption Model (CBAM), developed by Loucks and Hall (1981), will provide the means for measuring practitioner outcomes of capacity building efforts. The CBAM evaluates teacher attitudes toward implementation of new knowledge, as well as their implementation behavior. The model addresses change along four dimensions, including stages of concern about the innovation, levels of use of the innovation, unique patterns of use of the innovation (i.e., innovation configurations), and the impact of various interventions on implementation. Two of these dimensions, stages of concern and level of use, will form the basis of our understanding of personnel outcomes associated with particular capacity building efforts identified by the schools.

The CBAM outlines seven stages of concern. These stages range from (1) becoming aware of the innovation and having no concerns about it (awareness) to (7) going beyond the innovation (information, materials, procedures, etc.) and exploring something new (refocusing). The five stages in between these two relate to informational concerns, personal concerns, management concerns, concerns about consequence, and collaboration concerns.

Eight levels of use are described in the CBAM. These range from nonuse to renewal (going beyond actual use of the innovation to look for better alternatives). The levels in between include orientation, preparation, mechanical use, routine use, refinement, and integration. The CBAM model rests on the premise that progression through all stages (levels) is generally orderly and that there is a fairly direct relationship between progression through the stages of concern and progression through the levels of use.

An example of how the stages of concern and levels of use can be used to assess the outcomes of particular personnel development activities is shown in Figure 7. The stages of concern are listed on the vertical column. The levels of use are noted across the horizontal columns.

Figure 7: Stages of Concern/Levels of Use

		Levels of Use of the Innovation							
Expressions of concern about the innovation		Nonuse	Orientation	Preparation	Mechanical Use	Routine	Refinement	Integration	Renewal
	Awareness								
	Informational								
	Personal								
	Management								
	Consequence								
	Collaboration								
	Refocusing								

There is a developmental movement through these stages; that is, certain types of concern will be more intense, then less intense, before other types will occur, thus the name "stages." In addition, concerns about innovations appear to be developmental in that earlier concerns must first be resolved (lowered in intensity) before later concerns emerge (increase in intensity).

Changing concerns is a dynamic of the individual. Whether and with what speed higher level concerns develop depends upon the person, the innovation, and the environmental context. Providing support through the hubs can facilitate change; each individual determines whether or not change will occur. Attending to concerns recognizes the individuals' perceptions and extends a helping hand; support for progress is provided.

By assessing stakeholder input through carefully developed surveys, an understanding of the stage of concern can be correlated with the level of use. As feedback indicates movement to the

right and down the matrix, the level of implementation goes up. Understanding and describing the process of change in educational institutions, while at the same time maintaining sight of the individual, is a challenging task for agents of the change/improvement process.

<u>Stages</u>	<u>Typical Expressions of Concern</u>
Awareness	I am not concerned about it (the innovation).
Informational	I would like to hear more about it.
Personal	How will using the innovation affect me?
Management	I seem to be spending all my time in getting material ready.
Consequence	How is my use affecting students?
Collaboration	I am concerned about relating what I am doing with what other colleagues are doing.
Refocusing	I have some better ideas about the innovation that would improve it.

<u>Use</u>	<u>Behavioral Indices of Level</u>
Nonuse	No action is being taken with respect to the innovation.
Orientation	The professional is seeking out information about the innovation.
Preparation	The professional is preparing to use the innovation.
Mechanical Use	The professional is using the innovation in a poorly coordinated manner and is making self orientated changes.
Routine	The professional is making few if any changes and has established pattern of use with students.
Refinement	The professional is making changes to increase outcomes.
Integration	The professional is making deliberate efforts to coordinate with colleagues in applying the innovation.
Renewal	The professional is seeking more effective alternatives to the established use of the innovation.

Frey, Jakwerth, Burke, and Rodriguez (1995) successfully employed this CBAM strategy to determine the levels of concern and use of an outcome assessment strategy following statewide training. The study focused on the attitudes and behaviors of teachers and school administrators who had participated in one or more training sessions sponsored by the State of Michigan. The results gave a clear indication of the current levels of implementation, as well as the factors that seemed to impact implementation levels in the schools.

Evaluation Questions

Input Evaluation Questions

- I1. Did each Hub hire proposed staff within the time frame proposed?
- I2. Did the Hub receive adequate resources (money and facilities) to carry out its mandate?

Process Evaluation Questions

Hub I:

- P1. To what extent did Hub I identify validated practices and identify state improvement priorities?
- P2. What was the quality and usefulness of information generated by Hub I?
- P3. Did Hub I complete its Action Research Guide?
- P4. To what extent did Hub I provide consultation (technical assistance) to implementers of the state improvement plan?
- P5. To what extent did Hub I conduct evaluation activities of the usefulness of information generated by the Hub system?
- P6. To what extent did Hub I ensure that improving student performance drove the rest of the system through its evaluation of the work of all the Hubs?
- P7. To what extent did Hub I establish a system for coordinating efforts with the other Hubs?

Hub II:

- P8. Did Hub II survey stakeholders on materials resource needs?
- P9. Did Hub II put online a database of resources for local district use?
- P10. To what extent did Hub II establish a system for coordinating information coming out of the other Hubs and disseminating the information?
- P11. Did Hub II provide stakeholders with information about personnel development opportunities for general and special educators?
- P12. Did Hub II initiate awareness workshops in areas of information need?

Hub III:

- P13. Did Hub III develop guidelines for sustained learning experiences?
- P14. Did Hub III establish a web site for sustained learning?
- P15. Did Hub III develop criteria for participation in sustained learning activities?
- P16. Did Hub III establish priority areas for sustained learning activities?
- P17. To what extent did Hub II meet its goal of 10 sustained learning programs?
- P18. Did participating local districts produce evaluation reports summarizing student performance results?
- P19. To what extent are local evaluation reports of student performance longitudinal; i.e., produced in the same format every year?
- P20. To what extent did Hub III establish a system for coordinating efforts with the other Hubs?

Hub IV:

- P21. Did Hub IV prepare a document listing mandates, policies, and procedures related to educating students with disabilities in Michigan?
- P22. Did Hub IV hold a Partnership Institute to review the "policies" document?
- P23. Did Hub IV prepare a Partnership Plan endorsed by all participating agencies?
- P24. Did Hub IV develop sets of guidelines for: (1) student participation in the general education curriculum; (2) helping students participate in district and state testing programs; (3) determining benchmarks which must be addressed to decide between alternate or general education performance indicators; (4) enhancing student and parent participation in general education curriculum; and (5) assessing behavioral assessment and supports for enabling students to participate in the general education curriculum?
- P25. Did Hub IV provide technical assistance to districts for implementing state improvement plans?
- P26. Did Hub IV successfully integrate action research training into state rules for teacher certification and training programs of institutions of higher education?
- P27. To what extent did Hub IV coordinate alignment of funded programs with the state improvement process?
- P28. To what extent did Hub I establish a system for coordinating efforts with the other Hubs?

New Approach/SIG Evaluation Questions

- P29. What was the level of interaction among and between the four Hubs?
- P30. Did the new approach/SIG reduce the duplication of efforts by each project in development of materials, networks, dissemination procedures, and evaluations?
- P31. Did the new approach/SIG help facilitate clear links between project efforts and improved student learning?
- P32. Did the new approach/SIG reach all stakeholders?
- P33. Did the new approach/SIG result in a single functional model which was used consistently by all personnel development efforts?
- P34. Did the new approach/SIG result in an integrated system focus?
- P35. To what extent did the Partnership Team ensure that the SIP priorities were addressed?
- P36. Did the Partnership Team effectively communicate to the Management Team the SIP priorities to be addressed by the Hubs?
- P37. Did the Management Team coordinate the ongoing interactions among the Hubs?
- P38. Did the Management Team assist the Hubs in determining priorities for action, linkages that need to be enhanced, and time lines for moving topic-area materials from Hub to Hub?
- P39. Did the Hub directors assign primary responsibilities for each activity?
- P40. Did the Hub directors document the status of each activity for review with the Management Team on a monthly basis?
- P41. Did the Hubs utilize feedback from users (other Hubs and stakeholders) to continually improve function and quality of services?

Output Evaluation Questions

- OP1. How many and what kinds of reports, papers, summaries, etc. did each Hub produce?
- OP2. How many and what kinds of workshops, meetings, etc. did each Hub convene?
- OP3. How many districts participated in various Hub activities?
- OP4. To what extent were stakeholders involved in Hub activities?
- OP5. To what extent did Hub products reach stakeholder audiences (i.e., get disseminated to the field)?

Outcome Evaluation Questions

- OC1. What has been the effect of Hub activities on successful student participation in the general education curriculum in participating school districts?
- OC2. What has been the effect of Hub activities on MEAP participation in participating school districts?
- OC3. What has been the effect on MEAP scores in participating school districts?
- OC4. What has been the effect of Hub activities on graduation rates and suspension and expulsion rates in districts participating in Hub activities?
- OC5. What has been the effect of Hub activities on implementation of desired practices (sustained learning activities) in participating school districts?
- OC6. To what extent are stakeholders implementing learned behavior or practices?
- OC7. What has been the effect of Hub activities on improving under representation of personnel in participating school districts?
- OC8. Do students in different areas of the state with similar needs receive similar services?
- OC9. What has been the effect of Hub activities on the use of existing data in participating school districts?
- OC10. What has been the effect of Hub activities on local school district capacity building efforts?

The Management Team will be responsible for documenting and summarizing the activities listed in the Management Plan (pages 103-110). This documentation will provide answers to the questions listed above, for Input, Process, and Output/Outcomes variables.

An external evaluator will be secured to address the Outcomes questions (OC1 through OC10) above. This evaluator will work in close coordination with the SIG by participating in the Management Team meetings and coordinating data collection activities with Hub I staff. An annual report will summarize progress toward addressing the Outcomes questions and will list suggestions and recommendations to address in the next year to continue progress toward improving student performance. The annual report will be used by the Partnership Team and the MDE in selecting strategies and targeted priorities as part of a continuous improvement cycle.

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